

DIARY

What's in a name? ... power in the TUC

By virtue of three letters of the alphabet, Fred Jarvis, the general secretary of the National Union of Teachers, will become chairman of the TUC general council next year.

He takes over in September 1986, pipping Clive Jenkins of the ASTMS by a year, merely because A as in Jarvis comes before E as in Jenkins. Both gents joined the general council at the same time, and Mr Jenkins will succeed Mr Jarvis in 1987.

Fred will not, despite pockets of speculation to the contrary, be giving up the NUT general secretaryship when he becomes TUC chairman.

Indeed, having now recovered from the illness which laid him low for much of last year, he is about to take over the day negotiations from his deputy, Doug McAvoy, who has made quite a mark in recent months.

Meanwhile it's a case of welcome back to one of the NUT's *bêtes noires* from times gone by. Dick North, the former executive member and one of the leading lights of the far left Rank and File, has been nominated for treasurer of the Inner London Teachers Association, the union's biggest branch, and is unopposed.

Richard Riese, the present general secretary of the ILTA, is being opposed though, by his erstwhile supporters. The Socialist Teachers' Association, which supported him against Bob Richardson last time around, has switched its allegiance to Mike Loosley.

I hope my revelation that Mr Riese had lost the ILTA banner is not responsible for this change of heart. It could happen to anyone, really.

Unsung architect of policy

It is hard to think of Cheshire, where the North of England Conference winds up today, without thinking of the name of John Tomlinson, who is stepping down after 14 years as chief education officer to become professor of education at Warwick University.

He will be succeeded in the spring by Neil Fittion, formerly director at Stockport, who just pipped Philip Hunter of the IEA for the Cheshire job.

The conference is to be addressed this morning by Sir Keith Joseph, who

will no doubt remind delegates of some of the initiatives he has launched over the last few years. But Mr Tomlinson might take issue with Sir Keith over the authorship of one or two of the more celebrated of these initiatives.

I have just been reading Mr Tomlinson's farewell speech to the members of Cheshire education committee; and it contains a short but very sharp reminiscence about the Schools Council, which he chaired and which Sir Keith abolished as one of his first initiatives after taking office.

Mr Tomlinson says of the Schools Council: "I would observe only this: that all the major causes I was promoting at the Schools Council - the combined 16-plus examination; the pre-vocational 17-plus examination; a wider curriculum for our most able pupils in the sixth form and records of achievement for all pupils - all those are now adopted as policy by the Government."

Sir Keith has never yet acknowledged John Tomlinson as an architect of his most treasured policies. We shall see if he does so today.



Dr George Reid outside the mobile classroom

Cab Driver, Teacher

Teachers attending conferences at Stoke Rochford, the NUT's conference centre, have been surprised that the driver of the local taxi service between the centre and nearby Grantham station, has shown a keen knowledge of matters educational.

It transpires that there is more to this than the usual divine right of taxi drivers across the globe to pronounce on all aspects of current affairs.

The chap actually is a teacher... of craft, design and technology at a Nottinghamshire comprehensive. As well as driving one taxi, this model of private enterprise also owns two other cabs which he leases to other drivers.

What he terms this "nice little earner" makes him more money than his job as a secondary teacher in a shortage subject.

"I love teaching, but my family couldn't possibly live on the money," he explains. "But I'd be bored out of my mind driving a cab all day. This is a good compromise. It makes teaching a lot easier. I can enjoy it because I'm not bitter about the money."

That man should be moved from CDT to the careers department, post haste.

David Lister

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High Court test case on governors' right to know

by Adriana Caudrey

A Cambridge University don may establish a legal precedent with implications for school governors when he takes his local authority to the High Court next month over its plan to relocate a mobile classroom.

Dr George Reid, a maths tutor and chairman of the governors' at Mayfield primary school, Cambridge, is challenging Cambridgeshire County Council's decision to move the classroom

from the school, allegedly without first consulting him and colleagues.

He wants the High Court to quash the council's plan to transfer the classroom - used mainly for music lessons - and to issue a declaration that the governors must be consulted before any future decision is reached.

Dr Reid and county council education officials regard the hearing as a crucial test case to determine how

much a local authority must consult the school governors, and how far the governors should be involved in decision-making.

He will inform the High Court of this extract from the authority's guidelines: "A governor has an essential role as watchdog, champion, mediator and manager. It is his role to ask questions and to seek convincing answers."

Mr Frank Cogley, senior area

education officer for Cambridge, said: "This case is a complicated one. It has implications for all authorities and the membership of all governing bodies."

The county council, which did not wish to discuss the case before the hearing, wants to move the classroom to Bar Hill Primary School, on the outskirts of Cambridge, where it says it is more urgently needed because pupil numbers are increasing.

DES to fund investigation into staff assessment

by Mike Durham and Richard Garner

Sir Keith Joseph has followed up his calls for regular assessment of teachers by commissioning a study of the way appraisal schemes work and how they could be applied to schools.

The Department of Education is sponsoring a £52,000 research project, being carried out by Suffolk education authority. Work started on January 1 and the report is expected to be handed to the Department in April or May.

Last week the Education Secretary reaffirmed his commitment to assessment of teachers at the North of England Education Conference in Chester and said that if unions and employers could not agree on a scheme, he might have to introduce one by legislation (see page 5).

Suffolk has seconded a four-man team - three headteachers and a senior adviser - to carry out the study. The first part of its work will be to investigate appraisal schemes in use in commerce, industry, the Civil Service, and in education systems abroad.

The report will also consider the "relevance of such approaches to the assessment of teachers' performance" - the skills necessary for heads and senior staff to make a scheme work, and how much it would cost.

The study will have particular regard to "developmental" and "reward-related" approaches.

The study follows earlier plans for a "pilot" teacher assessment scheme in the county, which had to be abandoned following the breakdown of the Structure Working Party talks in November.

A similar pilot scheme planned for Birmingham has also been called off,

and the Department of Education has yet to allocate £1 million in Education Support Grant earmarked for the study of teacher assessment.

Teacher union leaders said this week that their members would refuse to have any part of it if the moves to compel local education authorities to assess teachers annually result in legislation being passed by Parliament.

Both headteachers' unions, the National Association of Head Teachers and the Secondary Heads Association - whose members will be in the front line if assessment is introduced - have said any such legislation would be unworkable.

Mr David Hart, general secretary of the NAHT, said: "It is only going to be of value if we bring it in by negotiation. Trying to bring it in by law will end with teachers being instructed by their unions not to co-operate with it."

Mr Nigel de Gruchy, deputy general secretary of the National Association of Schoolmasters/Union of Women Teachers, which is pressing for the resumption of talks with L.E.A.s on an assessment and pay package, warned that - if legislation was introduced - "the Government would have to close down the schools and open them up again as prisons because there would be so many teachers defying the law."

However, Mr Fred Jarvis, general secretary of the National Union of Teachers, said: "The public should know that we asked to meet Sir Keith on the question of assessment nearly two months ago. We made it clear to him that we favoured a form of teacher appraisal linked with professional development. We are still waiting to meet him."



Snow joke... boys at Delling Church of England primary school near Maidstone, Kent, enjoyed getting the ball rolling on Tuesday. Half the school missed the fun - they were stranded by the bad weather, many of them when their bus got stuck in the icy conditions.

Anti-grammar chairman to be 'deselected'

Right-wing Conservatives in Wiltshire have "deselected" Mrs Joan Main, pro-comprehensive chairman of the education committee, for the forthcoming county council elections.

A note from her local party was posted through her door shortly before Christmas informing her that she had not been selected to fight her seat, Warminster East, in May. Mr Christopher March is to stand in her place.

The move to oust Mrs Main after 12 years as a councillor follows lengthy squabbling within the county's Tory group over the future of the council's two remaining grammar schools, both in Salisbury.

A motion of no confidence in her chairmanship was tabled last September. And although she survived that vote, a strong faction is still angry over her determination to stand and selection in Wiltshire.

Mrs Main said this week: "Some people think you should look after only 25 per cent of the community rather than the other 75 per cent."

Schools may lose out on the CPVE

by Susannah Kirkman

The new 17-plus course, the Certificate of Pre-vocational Education, is now to include straight vocational education, which will make it difficult for schools to offer the course.

At the insistence of the colleges, the vocational studies component in CPVE will use material drawn directly from vocational courses such as the City and Guilds of London Institute's first year craft scheme and possibly from the Royal Society of Arts' office practice certificates. It may also include workshop experience.

The final version of the CPVE is published today and defines five vocational areas which must be covered: business and administration services, technical services, production, distribution and services to people.

The most advanced level of each area, the "preparatory module", will be heavily vocational and will lead on directly to specific BTEC National and other vocational courses.

Preparatory modules may also use CPVE core studies to bring in the additional maths and science needed

for vocational training such as advanced technicians' courses. The Joint Board says that it does not want to hold up youngsters who have already had some pre-vocational experience - for instance, TVET students.

Many colleges have been worried that CPVE would not adequately prepare students for vocational courses. But the price of progression is that schools will now have to provide specifically vocational education.

Special report on 14 to 18 pre-vocational courses, pages 16, 11.

eschewed in the original proposals.

The board's view is that schools can form consortia with colleges to provide vocational training, or bring in college instructors to the schools.

But HM Inspectorate has already suggested that the vocational structure in CPVE is too complex for schools. And Sir Keith Joseph, the Education Secretary, is to tell the Joint Board today that in approving the scheme, he hopes they will, in future, simplify vocational options.

NOTICEBOARD

PEOPLE...

SCHOOL APPOINTMENTS

Mrs Mary-Clare McDonnell, head of Joseph Infants' school, Battersea, London, to be head of Franciscan primary school, Tooting, south London.
Mr Richard Townsend, second deputy head of Parliament Hill school, Camden, London, to be head of Dunraven secondary school, Streatham, south London.
Mr J. Fishley, second master at Repton School, Derbyshire, to be head of Church's College, Petersfield, from September.
Mr Ken Williams, head of Bow secondary school, London, to be head of Danford secondary boys' school, Bethnal Green, London.
Dr Giles Mercer, director of studies at Sherborne, to be head of St Mary's College, Blackburn.

COLLEGE APPOINTMENTS

The Rev Gordon Benfield to be principal of Westhill College, Selly Oak, Birmingham, from May. He will succeed Mr Alan Benfield, who has been appointed principal of Homerton College, Cambridge.
Father Brendan Callaghan S.J. to be principal of Heythrop College, University of London.
Dr David Kennedy, vice-principal of Dundee College of Technology, to be principal of Robert Gordon's Institute of Technology, Aberdeen.

ADMINISTRATIVE APPOINTMENTS

Mr Roger Dave to be deputy secretary (manpower policy) in the Department of Employment.
Mr Kathleen Taylor to be secretary to the North West Regional Examinations Board.
Dr Alden Macfarlane to be president of the Pre-school Playgroups Association.

CONFERENCES...

January 19

"Aspects of Music in the Multicultural Curriculum" - a seminar for teachers and advisers organized by the University of Reading Music Education Centre. The guest speakers will be Brian Coyer, Margaret O'Shea and David Wright. The morning session will be concerned with the musical traditions of Indian and Pakistani children living in this country, and in the afternoon there will be practical group work based on the music of different cultures. Details from the Music Education Centre, London Road, Reading RG1 5AQ.

January 24

Midland Centre for Music in Schools in-service workshop on Pupil Profiling with Marjorie Glynne-Jones, will focus on ways of looking at pupils' musical behaviour and communicating such analysis and evaluations to pupils, staff, colleagues and parents. Details from the Midlands Centre for Music in Schools, City of Birmingham Polytechnic, Westbourne Road, Edgbaston, Birmingham B16 3TN.

January 26

Society for Research into Higher Education Teacher Education Study Group conference on the theme of "Professional Partnership" at the Working Men's College, Chislehurst Road, London NW11. Speakers include Stuart Johnson, Pat Ashton and Derek Sherridge. Details from Karen Simmonds, Registrar, West Sussex Institute of Higher Education, The Dome, Upper Bognor Road, Bognor Regis, W. Sussex, PO21 1HT.

February 9

"Health Related Fitness", a day conference of talks, workshops and demonstrations organized by the Curriculum Development Centre, the College of St Paul and St Mary and the Health Education Council.

Longmore Teachers' Centre

Churchfields, Hertford, SG13 8AF. Parents and Reading Advisory Centre for Education Information sheet explains to parents in simple terms how to help children improve their reading and offers advice on coping with reading difficulties. It has been written for ACE by Barry Stierer from the Parental Help with Reading Project, University of London, and costs 60p (large bulk rate discounts are available for schools, i.e. a.s. parents' groups, etc.) from ACE, 18 Victoria Park Square, London E2 9PB.

July 8-20 and July 29-August 10

Canadian Studies Seminars for European Educators, in Toronto, Ontario. Programme details from Canadian Studies Seminars, Ministry of Education, Ontario, Special Projects Branch, Queen's Park, Mowat Block, Room 1430, Toronto, Ontario. Closing date for applications February 24.

PUBLICATIONS...

Words that Matter in Science. The report of a Royal Society of Chemistry research project in language. Approximately 90 troublesome words were tested in four situations to ascertain the effect of words moving from a familiar non-scientific context into a scientific one. The booklet, which should be useful background material for teachers writing worksheets, tests and laboratory instructions, is obtainable from the Education Division Secretary, Royal Society of Chemistry, Burlington House, Piccadilly, London W1V 0BN prices £3 to BSC members or £5 to non-members. *Voices on the Page*.

The Development of Children's Writing Abilities aged 5-11

explores the influence of video films on children. She is particularly interested in imaginative writing, art, work, chosen patterns of play, spontaneous language habits and interpersonal behaviour, especially under stress. Information, which will be treated in confidence, should be sent to Pat Coulson, 145 Chancerybury Way, Woodside Park, London N12 7AE.

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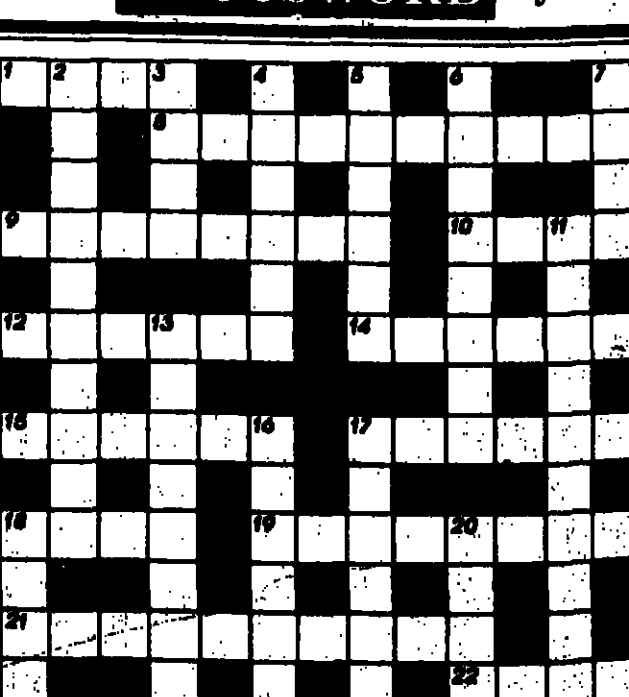
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No 184 CROSSWORD by Rufus



ACROSS

1 Come up against a section (4)
8 Horribly devoid of cant? (2,3,5)
9 Road around the circus giving contestants (6)
10 But they could be even for the better (4)
12 Consents, but will be a long time coming round again (6)
14 Note - the world's most famous (4)
15 Mountain retreat fresh freezer for fish (6)
17 Was brought back to life at a place of playground equipment (3,3)
18 Thought I'd get an entry (4)

DOWN

2 Pull leg about being in bed that's untidy (10)
3 Poet befuddled by drink (4)
4 Pelted out in tears (6)
5 Aged cravently being nursed (6)
6 Dog - turn dead miserable (6)
7 They're given to those who beg for whippers - we hear (4)
11 Not a direct form of slander (10)

THIS WEEK

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Fresh deals

More local authorities may follow Sheffield's lead in making formal agreements with their teachers.

Science now...

Susannah Kirkman reports from the Association for Science Education annual conference.

By the left

Labour and SDP spokesmen addressed a National Council for

Educational Standards

conference. Patricia Rowan reports.

Platform

Frances Morrell (pictured) calls for efforts to raise public awareness of the plight of education.

Early promise

Why recent research casting doubt on nursery schooling is only half the story.

Sent down

What is like for surplus secondary teachers moved to primary schools.

Arts/Books

Jessica Savage on trends in world-history textbooks; Stephen Barber on books about fostering and adoption; Kerry Downes on current architectural exhibitions; Victoria Newman on Anglo-Saxon art; Dobaghi McDonald on

Resources/Media

Mike Sharp on the new Technical Functions Logo; Colli Russell reviews a German course leading to 16-plus examination; David Self on the radio series; Chris Education and Robin Buss on A Question of Economics.

The obstacles facing the female labour force

Robin Buss on popular fiction. Drama textbooks.

Resources/Media

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Teachers' pay will dominate 1985

Garbled speculation had already produced a version of Sir Keith Joseph's speech before he stood up to address the North of England Conference at Chester last week. The world had been assured that he would take another swipe at ineffective teachers and urge the local education authorities to be more energetic in rooting them out. In the event, as the report on page 5 shows, Sir Keith's thoughtful discussion of the management of the nation's 600,000 teachers - that includes those in further and higher education - and how to get the best value for the £7 billion of public money which it costs to employ them, contained much that was sensible and reasonable.

The speech deserves careful reading for what it has to say about in-service training and teacher-deployment. The sections on teacher-assessment received a roasting from NUT spokesmen, but Sir Keith did no more than restate without provocative embellishment his own commitment to a scheme of regular professional assessment as a necessary tool of management and staff development for the teaching profession. He also had some challenging things to say about teachers in further and higher education, making it clear that he does not belong to the school of thought which believes the untrained teaching skills of university dons can be taken for granted. Mind you, he didn't go so far as to insist that they, too, should accept obligatory professional assessment, let alone appraisal by their students as Mr Aubrey Jones and his colleagues at the Prices and Incomes Board recommended in a famous report on university teachers' salaries as long ago as 1968.

The collapse of the talks between the local authorities and the teachers' unions on a new salary structure and contract means there is now no chance of a schoolteachers' assessment scheme being introduced nationally by agreement in the immediate future. It is true that the NUT was alone among the teachers unions in rejecting the proposals out of hand. The other unions did not believe that the possibilities of negotiation had been exhausted but the fact remains that there can be no new bargain on assessment, a new contract, and a new professional scale and allowances, unless the NUT with its built-in veto can be persuaded to change its mind.

One of the consequences of all this is the dear certainty that the 1985 round of negotiations in the Burnham Committee will soon reach deadlock. In

debating terms it will be easy for Sir Keith and the employers to counter the teachers' arguments by telling the world that, had the teachers (or rather the NUT) not been silly about the structure talks, there was the basis of a settlement on the table. But while this may cut some with the media, it won't give the teachers any more in their monthly pay packets. Teachers remain badly paid and in poor spirits and they believe they have a good case for more money for what they are already doing, quite apart from any additional payments that might be due to them if their conditions of service were to be redefined. In these circumstances, teachers' pay will come to dominate the educational scene in 1985. All Sir Keith's observations at Chester need to be read in this light.

The latest turn of events in Scotland is very ominous from Sir Keith Joseph's point of view. The Scots teachers have decided to stop work on the next stage in the 16-plus examination reform as part of their campaign for an independent salary review. Their English and Welsh colleagues are bound to consider similar tactics. Sir Keith's examination reforms are a year or two behind the Scots', and may be even more vulnerable if the teachers withdraw their cooperation.

Sir Keith Joseph has never formally acknowledged the amount of curriculum development which will be needed at the school level to turn the new examination criteria, and the syllabuses emanating from them, into working school curricula. Nor has there been any consideration of the cost of changing textbooks, and how this is to be paid for from shrinking capitation (see Second Opinion).

As was again made clear at the Association for Science Education conference last week (page 6) there is already a lot of anxiety about the upheaval caused by the decision to develop grade-related, criterion-referenced examinations in the immediate wake of changes in the criteria themselves. It seems to have been assumed that all the work would fall on the examining bodies and the Secondary Examinations Council, but when their work is done there will remain an enormous amount for the subject specialists in secondary schools to do. Some of this will be similar to the work which the Scots have now decided to set on one side till their pay dispute is settled. Profiling, too, is another major initiative which Sir Keith wants to push through which will depend on

the teachers' cooperation and goodwill.

It is understandable that Sir Keith, as an authoritarian *malgré lui*, and the DES as a central government department whose potency has been questioned and now wants to show what it can do, should look to see if an appraisal scheme can be introduced by law if it cannot be achieved by agreement.

It would be fairly simple to amend the law to enable regulations to be made obliging local authorities to assess the performance of all members of their teaching staff annually or triennially. But it would be wise to think many times before doing this in the face of stiff opposition from the teachers. Even those who resist its imposition by law. And if the teachers were determined in their refusal to cooperate, no system of assessment would yield the dividends which Sir Keith expects. In any case he has probably oversold assessment: to force it through without cooperation would discredit the whole idea.

What Sir Keith had to say about staffing and in-service training seemed to fall into two separate and different parts. First, he accepted the need for an improved staffing ratio overall, but insisted that this should not mean smaller classes all round, but a better curriculum and in-service-led distribution which will not be at all easy to achieve. (It implies unremitting financial pressure on those authorities which now have much better than average staffing). But second, he seemed to imply that he still had a fight on his hands to get Cabinet approval for the resources he needs to achieve his policies. The pace at which his policies could be implemented would depend, he acknowledged, on "the Government's ability to make provision for the employment of the necessary teachers".

Here, unlike in the curriculum exercise, Sir Keith is being commendably honest in admitting the resource implications of the package of policies he set out at Sheffield at the 1984 North of England Conference. The crunch will come quite soon if the teachers link their dissatisfaction about pay to their dissatisfaction about resources, and simply refuse to skimp and scrimp to keep Sir Keith's show on the road. What he had to say about pay will have done nothing to help. If his reference to "reforms which link higher pay to high quality performance" is just another way of calling for a few merit payments, Sir Keith has misread the present mood of the teachers.

COMMENT

Scrambled empires

Anyone who still doubts the need to take a firm grip on the planning, curricula, examinations and institutional provision for the 14 to 18 age range - and to do so soon - should read the "Background" feature on pages 10 and 11.

Susannah Kirkman's brief was to set the new Certificate of Pre-vocational Education in context and to cut through the verbiage and jargon to reveal the underlying pattern which is now emerging. What she has done, instead, is to demonstrate that beneath the superficial confusion of initials and examinations is another, more fundamental, confusion of objectives and institutions. Mrs Anne Sofer, had some sensible things to say about this at the weekend (page 9).

The sooner Sir Keith Joseph applies his considerable energies to sorting out the mess the better. And make no mistake, this is a task for Sir Keith and the DES, not one which can be handed over to Lord Young and his Office of Bright Ideas.

There are few truths about education on which you can entirely rely. One of them is that examining bodies are empire builders. The scramble to colonize the new sixth-formers and non-advanced students in FE is on with a vengeance. There is nothing wrong with examining bodies behaving like the predatory organisms they are,

provided that there is a clear rationale which puts the interests of the examination-users above those of the examination industry.

The decisions about the CPVE announced this week go a step further to meet the need to ensure "progression" - the student's ability to move purposefully through the system. They do so, to some extent at least, at the expense of the schools and the notion of a general vocational preparation. To get the most out of CPVE many students will be best advised to go to an FE college: counselling and course planning will be all-important.

The big question mark, however, must still be that which hangs over the 14-16 age range and how the apparatus which is now being instituted at the 16-18 level will exert increasing influence lower down the line. The Technical and Vocational Education Initiative is intended to open up an alternative 14-18 route, and the CPVE provisions will be seen as important for many TVEI students moving through the 16 barrier in the course of this year. The sooner the Secondary Examinations Council takes an over-arching responsibility for all these curriculum-dominating developments the better.

Point of principle

The Cambridgeshire chairman of governors who last week won a High Court interim injunction to defend of



George Reid: took his l.e.a. to the High Court

his powers (page 1) was raising a principle with wider implications than the location of a prefabricated classroom.

Dr George Reid's claim that the school governors should have been consulted before their mobile classroom took to the road may have seemed rather a trivial issue over which to invoke the full panoply of High Court hearings, but the point he was seeking to establish is not. And it is particularly relevant in the light of the controversy following publication of the Green Paper proposing new powers as well as a new composition for governing bodies.

The resulting dust up has exposed only too clearly the disdain with which local politicians and administrators have regarded school governors' public lip-service to their position has too often gone along with the tacit understanding that they are there to be manoeuvred into line on policy.

Consultation has frequently meant a pile of densely-written papers for

homework and discussion, but a bland refusal to acknowledge that the governors have a role at all when the officers want to railroad through a decision that will actually affect the life and fabric of the school they are appointed to oversee.

Dr Reid's action should provide a useful warning. If Sir Keith Joseph does provide the more explicit guidance on governors' powers that is expected, such a recourse to law may become more frequent. And while that might be a healthy outcome for the democratic process, it would also provide added complications and distraction for those who work in schools.

No comment

"This paper will concentrate upon the role of gender in the process of reproduction and the way in which it has been affected by unemployment."

Chairman of the Educational Policy Commission, Mr. J. H. ...

Second opinion

Why book costs are about to soar

David Wright wonders (December 16) if Longman's attempt to put a whole two-year geography course for 16-18 examinations in a single textbook (*The Fabric of Geography* by W. Patrick Rice) is proving popular. I can tell you that it is. The first large printing out in 18 months and sales in the second year are more than 50 per cent up.

There is one factor, however, which David Wright gives insufficient attention in his interesting article. Textbooks, sensibly used, offer great flexibility in use. It was fashionable so long ago to condemn the textbook for being a straitjacket. This one made much sense to publishers who were continually astonished by the varied ways in which they found their textbooks being used. *The Fabric of Geography*, for instance, was designed for 16-plus examination courses but have found many teachers who happily using it for that purpose. It also found teachers using it in their sixth-form courses. Recently I met a teacher who found it excellent for his bright 12-year-olds.

It is good to see pundits in *The TES* assuring teachers that textbooks are "in" again, though publishers' sales figures would show that, when it comes to teachers' buying decisions, they never were "out". I certainly hope all teachers will appreciate the new book because, over the next few years, it is going to be increasingly difficult for publishers to produce anything else. The full impact of the real fall in capitation allowances combined with the sharp decline in secondary pupil numbers (by about 30 per cent between peak and trough) is not yet apparent. Publishers still have stocks of the many series of topic books, resource packs, audio visual aids, etc. but many of these are going to prove impossible to reprint and will disappear over the next few years.

Last year was the worst for school book publishers that any of us can remember. The future could be even grimmer. In 1985, if capitation allowances are not adjusted, the effect of 40 per cent increase in world paper prices (tied to the US dollar) on the cost of stationery in schools is calculated to be equivalent to a 12 per cent cut in book allowances.

In 1986 the Government is planning to introduce a major change in examinations, with the start of the GCSE courses, but on past form and present pronouncements, will expect to accomplish this without increasing resources. Yet to buy only one new set of textbooks in each of a dozen subjects in each secondary school would cost £1,800-£2,000 - a total of about £10 million at today's prices. How will schools fund that out of their inadequate reallocation allowances? If they do, what will that leave for other essential secondary school spending?

Numerous HMI reports have shown that book stocks in our secondary schools are already inadequate. Yet we have only just begun on the major decline in secondary pupil numbers. Even if capitation allowances kept pace with inflation over the next eight years, the amount of money available for secondary school books will decline in real terms by about 25 per cent which will have a severe effect on publishers. There will be little surplus to support innovation, variety of approaches or minority interests.

Conditions in the school book market may be difficult now (as my recent survey made clear) but, unless there is a massive increase in per capita allowances as the secondary population declines - "you ain't seen nothing yet!"

Roger Watson is managing director of Longman's Schools Division and chairman of the Educational Policy Commission.

NEWS

Sheffield's proposed deal could pave way for further 'anti-cuts' agreements

More l.e.a.s ponder teacher contracts

by David Lister and Biddy Passmore

More local authorities are considering making formal agreements with their teaching forces to safeguard a specified level of education provision against cuts.

As revealed in *The TES* last week, Sheffield is set to sign an agreement within the next fortnight with the NUT and NAS/UWT giving written commitments for such things as class sizes, cover arrangements and time off for in-service training.

North Tyneside is now eager to negotiate a similar type of agreement, and will be holding a meeting with teacher unions later this month. South Tyneside and Avon are also interested in the idea, though formal talks have not yet been arranged.

The NUT has drawn up a list of 30

authorities affected by cuts in government grant, with which they hope to sign agreements. The union will next week approach Brent and Haringey - both of them, like Sheffield, education authorities due to be rate-capped - to try to interest them in a Sheffield-type agreement.

However, some local authority leaders are sceptical of the proposed agreements, believing that they amount to conditions of service contracts, which they feel should be negotiated nationally.

The Association of Metropolitan Authorities has been noticeably cool about the Sheffield initiative.

Meanwhile, Conservatives on the Inner London Education Authority have forced an emergency meeting of

the authority next Tuesday to try to urge members to make a last-minute plea to Mr Patrick Jenkin, the Environment Secretary, for more money.

But the authority's Labour leaders seem almost certain to press ahead with an aggressive message to Mr Jenkin, rejecting his proposed rate limit and the Act on which it is based and making no plea for clemency.

The LEA will be joined in its response by Sheffield and Haringey, the other Labour-controlled education authorities selected for rate-capping, in accordance with a model formula agreed by Labour authorities before Christmas.

Their responses to Mr Jenkin, for which the deadline is next Tuesday, are not meant to close the door on

further negotiations.

But Conservative members of LEA's finance sub-committee said at a meeting last Tuesday that the way the resolution was worded made it "very difficult for a sensible, rational dialogue to be achieved".

And Mrs Anne Sofer, an SDP member of the authority, angrily accused Labour members of putting political posturing before the interests of the children and students of London.

The Government has set a £900m spending limit for the LEA next year, £57m less than the authority's agreed budget, and appears to assume that the authority can find an extra £44m from its reserves to reduce its rate demand. Platform, page 4



Mr Mick Farley, (above) senior adviser for post-16 education in Sheffield, and a former NATFHE official, is recovering in hospital in Whitehaven after falling 120 feet in the Lake District. He broke bones in his back and ribs in the fall which happened last Friday while on a walking holiday. He said he was lucky to be alive.

Parents fill teaching jobs

The widespread use of parent helpers in schools is threatening teacher employment prospects, says a policy statement published this week by the National Association of Schoolmasters/Union of Women Teachers.

A union survey has revealed that parents are sometimes taking on the jobs of primary teachers - and often doing the work of ancillary helpers.

One example cited is of a school which lost a full-time teacher who then returned as an unpaid volunteer with a child at the school and is now solely responsible for providing remedial education.

In another case, a school was forced to reduce its staffing complement by half a teacher. A staff member, a parent, agreed to go part-time but ended up doing just as much work even though now receiving half-pay. "Under no circumstances should a parent be in sole charge of a teaching group," the union adds.

The union is also worried about the legal implications of allowing parents to help supervise school trips or sports matches. "The head should ensure that the local education authority is aware of the fact that clubs or teams are often being run exclusively by parents and provides the essential legal cover," it adds.

The NAS/UWT says its survey shows "parents are present in schools in significant numbers and on a wide-spread scale", adding: "Members must be alive to the threat this poses to the job prospects of their fellow trade unionists and increasingly to their own future prospects."

Mr Fred Smithies, general secretary of the union, added: "It would be arrant nonsense to suggest that parents do not have an important part to play in the education of their own children but it is a dangerous fallacy to suppose that parents can easily be involved in the education of other people's children."

Children like to play at being parents and it seems that many parents like to play at being teachers. School education is a serious undertaking calling for professional skill, experience and patient persistence.

Parents should see files, says Carlisle

by Biddy Passmore

Mr Mark Carlisle, the former Conservative Education Secretary, this week came out in favour of parents having the right to see pupil records.

He said: "On the whole, I think parents should have access to what people are saying about their children." But he added he would have doubts about medical records.

Mr Carlisle was speaking after the publication of an article by him in *Secrecy*, the newspaper of the Campaign for Freedom of Information, in which he urges the Government to respond positively to proposals for more openness.

The article suggests that reform of Section 2 of the Official Secrets Act may not go far enough and asks: "Has the time come to go further and to provide a statutory right to know?"

He points out that greater openness could reduce inefficiency and error and that the Conservatives, as the party of the individual, should create an opportunity to check and correct personal files - manual as well as computerized.

Mr Carlisle did not think the Department of Education had been unduly secretive in his time and said he warmly supported the publication of reports, both on spending and on schools, by Her Majesty's Inspectorate.

Two education authorities have been honoured in the Campaign's 1984 awards for doing most to further the right of access to personal files. Brent and the Inner London Education Authority both decided to give parents access to their children's school files.

Opposition to merger

Opposition from college principals and lecturers may spell trouble for a plan to amalgamate eight of London's art and design colleges into one super-school, to be called the London Institute.

The plan was produced by a steering group under Mr Neil Fletcher, who chairs the further and higher education subcommittee of the Inner London Education Authority, and will be considered by its committee on February 13.

The proposal is that four art schools - Camberwell, St Martin's, Central and Chelsea - and the four colleges of printing, fashion, distributive trades and furniture, should merge to form an

institution catering for up to 15,000 students.

But the London College of Furniture is known to be bitterly opposed to the plan and objections have also been voiced by the College of Distributive Trades and St Martin's School of Art. (The inclusion of the colleges of furniture and distributive trades is optional but strongly recommended in the steering group report.)

NATFHE, the college lecturers' union, has voiced concern at the "indecent haste and lack of consultation" involved and called for a further period of consultation of at least three months.

Primary staff rise urged

Sir Keith Joseph has been urged to allow for a 49 per cent increase in the number of teachers trained for primary schools over the next four years, in advice from the Advisory Committee on the Supply and Education of Teachers. It suggests that their proposed "stake targets" of 12,050 primary school teachers in 1989 - the planned total for 1985 is 8,626 - could partly be met by retraining some secondary school teachers.

ACSET says that to satisfy future demand and to meet staffing implications of the new Government policies: 884 and other undergraduate training courses for primary teachers should admit 7,150 students in 1986, 7,800 in 1987, 8,450 in 1988, and 9,100 in 1989.

Postgraduate Certificate in Education courses for primary teachers should admit 2,900 students in 1986, 2,950 in 1987, 3,350 in 1988, and 3,750 in 1989.

Peace breaks out at strife-torn poly



John Beishon

A fragile peace seemed to have settled over the North London Polytechnic as *The TES* went to press, writes Biddy Passmore.

Dr John Beishon, the tough negotiator appointed three weeks ago to sort out the polytechnic's troubles, appeared to have achieved his aim, chiefly by talking to students at every available opportunity.

The students' union executive voted on Monday to recommend a deal he had put forward under which the students would call off all action preventing Mr Patrick Harrington, a National Front activist and third year student, from attending his philosophy lectures in the new term which starts today.

On Tuesday, however, Mr Harrington was harassed - but not physically obstructed - when he visited the polytechnic library. This made it clear that some students might refuse to toe the line, even though the majority were expected to accept the deal at a meeting yesterday.

meetings between Dr Beishon and the union executive last week, involves moving all third year philosophy lectures to a small house behind the polytechnic's Holloway Road site.

Since none of the 22 other third year philosophy students is likely to accompany Mr Harrington, he will effectively be taught in isolation. But the polytechnic's directorate stressed this week that no alternative arrangements would be made for students who chose not to attend lectures. Two High Court rulings have forbidden separate teaching for Mr Harrington.

In addition to moving the lectures, Dr Beishon has told the students he is prepared to consider any amendments to the polytechnic's disciplinary code which they consider necessary.

The executive only accepted the deal on condition that no students were victimized for earlier disruption. Twenty were due to appear at a polytechnic disciplinary hearing today. Next Monday, Mr Harrington will be pursuing his action for contempt against 16 students in the High Court.

Loan scheme rejected

Manchester City councillors have given the thumbs down to a loan scheme for adults to finance their own training, proposed by the Department of Employment.

The councillors also want the Association of Metropolitan Authorities to oppose the scheme. Mrs Sally Shaw, one of the councillors, said the commercial basis of the idea was worrying because those who needed help would not be seen as credit-worthy by banks.

Mr Tony Burns thought that discrimination would occur and there would be problems of repayment and default. The new scheme, which will be run for an experimental year, is designed for adults who want to improve their job/career prospects by training with the help of bank loans.

Mr Richard Leese, chairman of the continuing education sub-committee, said the scheme was "not the sort of initiative they wanted to support in any way."

Arsonists active in the attic

Frances Morrell, leader of ILEA, urges voters to wake up to the destructive implications of Whitehall's spending cuts

Max Frisch, in his fine play *The Fire Raisers*, shows us a respectable citizen who allows arsonists to lodge in his attic. His guests make gradual but obvious preparations to burn down his house. The hero simply cannot believe they will carry through their intentions. He therefore takes no steps to prevent them and his house is indeed burnt down.

So the education world has responded to the Cabinet's demand for a year-on-year contraction of the public education service since 1979.

Parents have been stunned at the effort of Ministers - on whose own private sector education no expense has been spared - in lecturing them on the need for economies in the schools attended by the children of the majority of voters. Councillors and those who work in education are incredulous at the magnitude of the Government attack on public education.

Unless the many opponents of the policy within the service are prepared to speak with one voice, then 1985 will be just one more gloomy milestone in the dismantling by Government of the key aspects of the service established by the 1944 Education Act.

The initiative for overcoming the institutional fragmentation which is basic to the service must be taken by those already overburdened with responsibilities. Nicky Harrison, chair of the Association of Metropolitan Authorities' education committee, Josie Farrington, and the other education authority leaders, need to confer urgently with Clive Jenkins, chair of the TUC education committee, and members of parents' and governors' organizations. The Education Alliance, a previous attempt at a united front, was not completely successful: a new and more practical working relationship between those concerned for the service needs to take its place.

The first duty of such an alliance must be to inform. The Government itself can scarcely be expected to volunteer the truth about its attack on the service. On the contrary, the best efforts of Ministers and their allies have been poured into preventing information reaching the people. Indeed, Westminster Council took action against the Inner London Education Authority to prevent the authority using Section 142 money to tell Londoners of Government proposals.

However, MPs of all parties need an authoritative account of what is going on. Parents, teachers, governors and the public have a right to know. Electors in this year's county council elections are entitled to cast their votes on an informed basis.

The first myth that needs to be disposed of is the proposition that the Government's education policy is



The condemned ate a hearty meal... Mrs Morrell visiting an inner London school.

based on educational considerations; it is not. It is the Treasury policy of target cuts imposed on the Department of Education and Science, devoid of rational consideration of the needs of the service. The triumph of the Treasury in Whitehall today is complete. The Chancellor's men sit at Ministers' elbows ensuring that all consideration of service need takes place within the Treasury's given framework of thought.

The Treasury's efforts are succeeding. Next year, if the Government has its way, local government spending will be local terms lower than in 1978 when Mrs Thatcher took office. The gross capital spending will be down by a staggering 20 per cent.

Education is planned to account for only 9.9 per cent of total public expenditure next year: in 1978-79 it was 11.9 per cent. The planned reduction from local authority estimates for this education service next year is to be about 4 per cent. Not only has capital spending fallen but local authorities have been required to fund much of their investment from sales of land and buildings. On present estimates, around 45 per cent of total authority investment in the present year is likely to be financed from sales of assets. While this principally affects housing it has implications for e.a.s as well. This source of funding cannot be

expected to continue indefinitely. The alarming prospect of the drying up of funds for renewal of old school stock is inherent in current policy.

These cuts come at a time when the basic aim of a universal education service is - even in 1985 - far from being realized. The 1944 Act assumes the expansion of the service until such time as basic provision is completed. Three years ago HMI said that only six of the country's 96 e.a.s were adequately funded.

Plainly Ministers have to put up some justification, however feeble. For such a huge reversal of policy they have claimed a mandate to cut public spending, carefully avoiding mentioning that they have increased public spending during office by 14 per cent in real terms, and that they never told electors that education was intended to be one of the principal targets of Government economies.

The absurd excuse of falling rolls is dwelt on. ILEA has falling rolls in secondary and an expensive amalgamation programme to go with it, rising rolls in primary, and in tertiary education. The financial burden of schools removed to contend with. The most debased argument so far to emanate from the DES is the suggestion that since there is a relationship between social class and achievement in schools

the question of resources is irrelevant.

The 1944 Act was an egalitarian measure because of its redistributive funding arrangements. Whether children were born in Harrogate or Hackney, national funding would ensure equality of access to the same level of provision. National progressive taxation was to account for 35 per cent of the cost of local services with the level varied according to need. The balance was to be provided from rates. Under Mrs Thatcher that whole system announced in the 1944 House of Commons by Rab Butler is being reversed.

The taxation system itself is no longer redistributive. Poor people pay more: rich people pay less. Today an individual on half average earnings pays £2.09 more per week in tax and national insurance than in 1978/79. A person on five times average earnings pays £174.48 a week less.

The contribution of the business sector to taxation has fallen. Taxes on business and unearned income formed 33.3 per cent of the total tax receipts in 1978. They formed 27.4 per cent in 1983. The whole tax burden on business has fallen: the slight increase in local rates included in that figure is swamped by the general reduction, which is funded from North Sea oil.

Despite the fact that poorer people are paying substantially more tax, rich

people and businesses lose, but authorities in poor areas are made smaller proportion of tax revenue help fund their education. ILEA for example, with among the ten poorest areas in the country its catchment area, receives no grant at all. This is not an alternative policy: it is no better than a swindle.

Butler stated clearly the aim of the 1944 Act and the redistributive funding arrangements. He defined the constitutional arrangement whereby local councillors were responsible within this framework education in their areas.

Since many local councillors refused to contract the service were elected to maintain, the local funding arrangements have increasingly, local councillors are cast in the role of agents of the central government. Professional advisers are expected to provide information, the least damaging areas that can be made. Those who work in services are expected to give the best in a context of attacks on living standards, demands for a reduction in the number of staff, and the current legislation for a directly-elected ILEA Government control of policy, at levels, wage settlements, and the power to dissolve the authority whole or in part by ministerial

Edlected members are not threatened with bankruptcy, charge, debarment from office, disgrace. And all the time local harm is being done to the health, stability of the service, and to meet the needs of children adults.

The arsonists are, indeed, by education's attic. Mrs Thatcher's Ministers will dismantle the education service unless they call all the time for an improvement in standards, as Sir Keith Friday, as a cover for the under-provision which is in fact, us.

What we need in education is a Declaration of Rights, which is a commitment to defend the public to a universal education service as established under the Education Act.

Local education authorities, representatives of those who work in service, parents, governors, and Church, could then campaign on an agreed basis to protect their education service.

People themselves need to be the information to take this with their MPs, to position, to demonstrate their opposition to a Declaration of Rights as first step.

Mike Durham looks at how appraisal works for Civil Servants and in industry

Civil Service linked review

Britain's 600,000 civil servants undergo annual career appraisal interviews as a matter of course. The system has been in operation for at least 30 years and is accepted by all the unions.

There are two linked reviews - performance and promotability. In each case the employee is graded on a scale from one to six. An annual report form several pages long is filled in and there may be a career development interview.

The process is carried out by an officer at least one grade higher than the employee and the results passed on to more senior officers. Civil servants up to Assistant Secretary level are subject to appraisal.

A poor performance grade (mark 5 or 6) usually leads to formal oral and written warnings. Every year "hundreds" of civil servants are dismissed or given early retirement because of poor performance.

Promotability interviews assess fitness for promotion as well as special aptitudes, interests or training requirements. Neither of the tests is directly linked to pay although the Civil Service is to introduce merit payments on an experimental basis.

Parts of the assessment can be seen on request and comments added. There is also an appeals procedure.

ICI staff get involved

Performance reviews are carried out once a year for all employees of the chemical giant ICI. The company operates a complex system of grades and merit payments, but says there is no direct link between appraisal and pay.

Employees sit down to an "informal" face-to-face interview with their immediate superior. Both sides review the employee's performance over the past year, and discuss career aspirations and potential.

There is no formal grading system, but a report of the discussion and the assessor's comments are passed on to senior management. The employee is obliged to see and add his own comments to the report.

An ICI spokesman said: "The idea is to review what the person has been trying to achieve, how well he's done it, what can be learned from it, and if the target hasn't been achieved, why not."

"It is very important that it is not seen to be threatening. It is not a pay negotiation, nor a disciplinary procedure."

M&S check performance

New employees at Marks and Spencer, the high street store chain, are expected to go through an annual performance appraisal, although as they become established this drops to once every two years.

At formal assessments, the immediate superior fills out a detailed form giving an opinion on how well, or badly, the employee is doing the job. The form is carefully tailored to match each job. A middle manager might be assessed on commercial awareness, but a sales assistant on customer relations.

The employee is shown the completed form and invited to discuss it. An interview follows at which both the manager and the employee agree on a written statement which is a fair summary.

Although there is no automatic promotion system, merit payments are available and could be paid to staff whose assessments proved particularly favourable.

The system is agreed by consultation with staff associations. "We are constantly looking at ways to up-date it," a spokesman said.

The Education Secretary tells the North of England Education Conference why teachers need to be managed

Sir Keith repeats assessment pledge

by Mike Durham

Sir Keith Joseph last week renewed his commitment to regular appraisal of the teaching force as part of his drive to raise standards - enshrined, if necessary, by the force of law.

The Education Secretary told the North of England Education Conference in Chester that if an agreement could not be reached between teaching unions and employers, it would be "worth exploring an alternative route".

This might involve changing the teaching regulations codified in an Act

of Parliament. "The key," Sir Keith said, "might be a simple requirement that employers should systematically appraise the performance in post of all their teachers. That requirement might be accompanied by guidance on how the appraisal might be carried out."

Sir Keith made it plain this would apply to teachers in further and higher education as well as schools. He also emphasized that legislation is not under consideration for the current parliamentary session, leaving the way

open for both sides to negotiate an agreement. If there is no agreement, it is likely that Sir Keith will consider amending the 1980 Education Act to bring about his appraisal scheme.

Sir Keith said that teachers in schools and further education cost the country a total of £7 billion a year. It was, he said, a very large investment and their management and professional standards were a matter of the "highest national importance".

Many teachers were coping admirably with an increasingly difficult job.

"My own visits to schools and the professional evidence of HMI leave me in no doubt about that. Yet I am often told that morale is low, that teachers feel undervalued and underpaid, and that some of my own remarks have contributed to such feelings," Sir Keith admitted.

He acknowledged the problems of poor promotion prospects and financial constraint. The solution, he said, was more likely to be found in reforms linking pay with performance.



In the course of his speech Sir Keith said:

At last year's North of England conference I acknowledged the hardness of the task schoolteachers undertake. I also recognize that many teachers are coping admirably with their hard task. My own visits to schools and the professional evidence of HMI leave me in no doubt about that. Yet I am often told that morale is low, that teachers feel undervalued and underpaid, and that some of my own remarks have contributed to such feelings. If that is true it must be because I am constantly seeking ways to bring about improvements, rather than to rest on statements about the much that is already good. I hope the rest of what I say this morning will be seen against that background.

Schoolteachers' pay is a matter for the Burnham Committee; but I have a part to play within that committee, and would like to make one or two comments now. I recognize that many teachers believe that people in other employment, with similar capabilities and qualifications to their own, can expect to have the opportunity to earn more. I recognize, too, that one of the effects of contraction in the schools is that some teachers who in earlier years of expansion could have expected promotion to higher scales may now be restricted to Scales 1 and 2.

These are real problems, made all the harder by the need to contain public expenditure. A satisfactory solution will be hard to find. During the period of continuing contraction that lies ahead, I believe that a solution is most likely to be found by way of returns which link higher pay to high quality performance - in the classroom and in the management of the schools.

If each school is to have a staff of teachers suitable for the purpose of securing the provision of appropriate education (as the Teachers' Regulations have long and properly required) then we need first to ensure that teachers have satisfactorily completed good courses of initial training. Local authorities and headteachers also need to keep constantly under review their further development and deployment.

The employing authority can only be satisfied that each school is properly staffed if it knows enough about the skills and competences of the individual teachers. Such knowledge can only come from some form of appraisal system. An appraisal system is also needed for the professional enhance-

ment of the individual teacher. Other professions - and some schools - have found that appraisal interviews provide an opportunity for constructive self-evaluation by individual members of staff and an opportunity to identify individual and collective training needs. To be fully effective an appraisal system would have to be complemented by better arrangements for the individual teacher's career development - including induction, in-service training, guidance on possible teaching posts and promotion. When I refer to the management of the teaching force I have this whole range of positive activity in mind.

I am frequently mis-quoted in terms that suggest that I am only concerned with the need to dismiss the very small number of incompetent teachers who cannot be restored to adequate effectiveness. That is not the case. I am concerned with the whole range of positive advances that would flow from applying to the teacher force standards of management which have become common elsewhere.

In one way and another, of course, the appraisal of the individual teacher's performance already underlies many of the decisions taken each year on probation, promotion and redeployment. But we need a more consistent and systematic approach, and I have constantly to consider whether there are steps which the holder of my office could take which would help matters forward.

For many years the Teachers' Regulations have contained detailed provisions, worked out in consultation with the local authorities and the teachers, concerning qualified teacher status, the probation of newly-trained teachers, and the appraisal of the performance of probationer teachers. It seems to me that a national framework for an appraisal of performance system to underpin constructive management is likely to be helpful to both employers and employees. If it proves difficult to achieve that national framework as part of an agreement covering a much wider range of issues, then I believe it would be worth exploring an alternative route using the vehicle of regulations promulgated by the holder of my office.

The key might be a simple requirement that employers should systematically appraise the performance in post

of all their teachers. That requirement might be accompanied by guidance on how the appraisal might be carried out. I do not claim that these steps are necessarily the best or only way forward. But I do claim that they are wholly reasonable possibilities, and I would ask the local authorities and the teachers' unions to consider them in the context of the other things I have just said.

The policies which I advocate for raising standards of achievement and for improving the curriculum and examinations will make significantly more work for teachers, and therefore add to the number of teaching posts that would otherwise be required.

As to what can be afforded, we have to strike a balance between making provision for our policies for education, and the desirability of reducing the number of teachers at a time when the number of pupils is falling, and other calls on limited public resources are increasing. In the recent past, teacher numbers have fallen by about 30,000 since 1979; pupil-teacher ratios have improved; and HMI inspectors report that staffing difficulties have constrained the quality of education in some schools.

For the year immediately ahead, we have provided for a modest further improvement in staffing ratios, by the playing a reduction in teacher numbers of about 6,000. Where the balance should be struck for following years is a matter for debate.

But let me say this. I recognize that my policies will require some further improvement in the pupil-teacher ratio nationally, and I recognize that the pace at which those policies can be implemented will depend on the Government's ability to make provision for the employment of the necessary teachers. But I must ask my partners in the education service to make the best possible use of the teachers whom we can afford to employ.

That may sound unexceptionable in principle, but it is controversial in practice. It challenges, for example, the pressure for smaller classes. Smaller classes were rightly regarded as a high priority when large numbers of primary school classes had 40 pupils or more and many secondary school classes were too big for the teaching approach required. But much progress has been made in reducing class sizes. We may now need to give greater priority to ensuring that teachers have time to develop and plan the curriculum, to prepare their lessons, to take further training where necessary, and to assess and review the work done in class and progress of their pupils.

It raises questions about the distribution of teachers between local education authorities and the substantial variations in staffing ratios among authorities. I believe a move towards consensus about objectives for the school curriculum should lead to a more even distribution of the teacher force.

Union acts in pensions row

Teachers in Hereford and Worcester are taking industrial action over their pension rights after a ballot vote in favour of it, *Richard Garner writes.*

Members of the National Union of Teachers in about 200 of the Conservative-controlled authority's schools are refusing to cover for absent colleagues over a county council decision to withdraw enhanced pensions benefits from those who leave early. A meeting with their employers to discuss the situation last Friday was cancelled.

Under what the union sees as a

five-year agreement negotiated two years ago, the authority agreed to offer an extra year's pension rights for every three years' service to those teachers who go early under its premature retirement compensation.

However, the offer was withdrawn last year, and the union declared a dispute on the grounds that the agreement had three years to run.

The authority refused to recognize the dispute claiming it had the right to take the decision to end the extra benefits.



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'Invitation to racial trouble'

by Richard Garner

Discrimination in schools in favour of ethnic minorities could encourage the growth of militant organizations "which feed upon prejudice and bitterness", a teacher's union has warned.

In a booklet called *Invitation to Education: Multi-Ethnic Education*, the National Association of Schoolmasters/Union of Women Teachers says that while it recognizes that there is social and economic disadvantage for certain Asian and West Indian children, it is "profoundly concerned" at what it sees as a structured attempt to discriminate against them in favour of one disadvantaged section of the community at the expense of another.

"To place the needs of ethnic minority groups above those of a large mass of indigenous white people living in similar circumstances is to invite trouble," the union adds.

It accepts there has been a "justifiable complaint" by some ethnic children from ethnic minority groups in the pro-

cedure for classifying children as educationally sub-normal have been used as a device "for getting rid of pupils on a racial basis".

It says that such separation "hardly promotes integration, which should be the final goal of a truly multicultural education service".

The union document adds: "The need to improve the language skills of certain Asian and West Indian children is apparent at both junior and secondary levels of education. Unless the groundwork is covered during the pre-school and primary phases of education, teachers in secondary schools will be severely handicapped in their efforts to impart the curriculum to those children whose understanding of English is deficient."

"It is so abundantly evident that the skills affects a child's performance in the later years of school that unless this problem is tackled seriously at an early stage, the child's educational prospects are doomed."

children when they reach secondary education.

"The tendency subsequently to classify certain children as 'educationally sub-normal' and transfer them to special schools is, we believe, unjustified on an agreed basis to protect their education service."

The union goes on to endorse more West Indian educationalists for more nursery nurses and to be recruited from multiracial backgrounds.

However, it again warns against "positive discrimination" - "The conditions governing content and validation and the qualifications awarded on completion of teacher training courses must be way reflected through the system which the NAS/UNT is anxious to promote through the teaching profession."

It denies that racism among teachers is to blame for discrimination against West Indian children.



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NEWS

Susannah Kirkman reports from the Association for Science Education conference and looks at some of the issues

Long vacs must go to maintain research levels

Academics will have to forego their long vacations if Britain is to maintain its high standard of scientific research, Professor Richard Norman FRS, the president of the Royal Society of Chemistry, told the conference at Keele University.

The problems of trying to finance first-class university research are insuperable under the present system, Professor Norman said. "Sir Keith Joseph is unable to fund more than half of the research proposals from the universities, although many of them would formerly have been accepted."

A 40-week academic year and a two-year first degree course had been successful at the University of Buckingham and would save money, according to Professor Norman. He also attacked a claim that all university science teachers needed access to first-class research facilities, and suggested that more selective funding would be less of a drain on resources.

Professor Norman criticized single-subject science degrees for failing to provide students with experience of industry. High-technology manufacture, rather than service industries, would create wealth, he said.

Britain was lagging far behind its competitors in applying scientific re-

search to industry, yet the overriding aim of universities was still to produce embryonic "pure" research students. Final year undergraduates were reluctant to look for jobs in industry.

School chemistry had become dry and arid because the O level syllabus was determined by the tiny percentage who went on to read chemistry at university. Many teachers were too purist in their approach. They should not be frightened of introducing concepts like the role of DNA in genetics because they were complex, Professor Norman suggested. Children needed to relate chemistry to the world around them.

He praised a York University curriculum project which built on familiar topics like drink, food and warmth to explain chemistry to pupils. Joint university research projects for PhD students had also helped to bring chemistry out of its isolation.

But Professor Norman admitted that the qualifications of many science teachers were inadequate for the new, integrated science approach. Teachers might lose their enthusiasm if they had to teach in fields where they had no experience. The answer was to broaden university science courses to include technology and economics.

Industrial lab scheme for staff

The ASE is sending teachers to work in industrial laboratories in a drive to show pupils the relevance of what they do in school.

Thirteen science teachers are developing experiments for secondary pupils in partnership with local industries. These are closely based on industrial processes such as making sugar from beet and testing the effectiveness of preservatives in cosmetics and paint.

Ms Virginia Lavender, a Surrey physics teacher who has devised a series of experiments based on electronic contrast systems with Marconi, said: "It's surprising how close to industry many classroom experiments can be and amazing how it improves pupils' motivation."

The "Experimenting with Industry" project aims to provide opportunities for experimental design, problem-solving and cooperative working which are common working features of in-

dustry but rare in the classroom. The experiments also fit into current syllabuses.

Firms have been keen to participate because it helps them to build links with teachers and they also approve of the problem-solving approach. The Lloyd's Register of Shipping has provided the funding.

Telecom has also been involved in designing practical course material for secondary pupils. Twenty teachers have visited different BT centres to prepare "Telecommunications in Practice", which illustrates various scientific concepts brought out by British Telecom's work.

There was an urgent need for the material provided by the projects. "Relevant science is like road safety, everyone is in favour of it but no-one practices it," said Mr John Holman, head of science at Watford Grammar School, who is designing science resources for 13 to 16-year-olds.

Ignorance of science now verging on a national disaster

Ignorance of natural science was "close to being a national disaster", according to Sir George Porter FRS, director of the Royal Institution and president of the ASE.

Two nations were growing up - those who understood scientific and technological development and those who were "mentally deficient in that their minds are not connected... to the mainstream of thought and activity of mankind".

He warned that people who did not adapt to scientific change would be unemployable by the year 2000.

Yet there were few signs, Sir George said, that Britain's education system was responding fast enough to this challenge. A recent survey by the National Foundation for Educational Research had shown that 40 per cent of teachers of 9 to 11-year-olds taught science less than once a week.

And the restriction of science education to two subjects out of the traditional divisions of physics, chemistry and biology would be disastrous, Sir George added. "Some knowledge of each of the parts is essential to the modern world."

Alarm over planning

Science teachers are alarmed by the discontinuity in planning for the GCSE.

National subject criteria for the 16-plus exam are due to be published this month, yet the grade-related criteria which describe exactly what candidates must know and be able to do will not be ready until at least April 1986.

Teachers say that it will be difficult to relate the grade-related criteria to the new syllabuses. They also feel the exam boards have not yet realized how radical grade-related criteria will be. Grade-related criteria will stipulate a more open-ended approach to assessment than the subject criteria allow for.

In physics, for instance, the pupils' ability to apply their knowledge to problem-solving will be measured, as well as their skill in handling information.

Teachers are also afraid that the grade-related criteria will simply be tacked on to the end of syllabuses rather than integrated within the courses.

Differentiated assessment also requires more time. Teachers believe science syllabuses will have to be pruned so that pupils can be prepared for different levels of papers or questions.



Sir George Porter

Sir George suggested that science teachers should cover topics which were more relevant to modern science and technology, even if the theory behind topics like genetics seemed too taxing for their pupils.

"Those who demand complete rigour from the beginning are demanding rigour moris. It is as if a modern language teacher demanded perfect pronunciation before his young linguists were allowed to try communicating with each other."

Move to cost policy

A joint exercise to work out the cost of the Government's Science for All policy is to be launched by the Secondary Science Curriculum Review and the Association of County Councils.

Dr Dick West, SSCR director, told the conference: "I do not believe we can cost the Science for All on a simple linear extrapolation from the costings we do for 'science for some'."

It would be impossible to alter radically the curriculum "on the small change left over from existing educational budgets or from the proceeds of jumble sales or bingo sessions".

It is widely expected that the forthcoming DES policy statement on science will say that all pupils should study two sciences up to the age of 16, with far-reaching consequences for resources and teacher training.

Dr West wants to see two-year Postgraduate Certificate of Education courses for scientists, which should be closely based in the schools. He also seeks an increase in the education support grant to finance more in-service training for science teachers.

Dr West, who is to become staff inspector for science in ILA later this year, told TEG that cover for absent teachers was proving one of the main problems for science INSET.

Girls seek the aesthetic in science

by Adriana Caudrey

Science teachers are advised to introduce aesthetic observation and imaginative writing into their lessons, in order to motivate more girls to study physics and chemistry.

A report out today, entitled *Girls' friendly science: avoiding sex bias in the classroom*, calls for "a sense of wonder and appreciation of scientific phenomena" to be injected into science classes, because, it suggests, awakens girls' interest.

The booklet - one of the last School Council publications - points out that girls are particularly curious about the formation of natural phenomena, such as what makes a rainbow appear, and interprets this as an aesthetic response.

The report recommends that "male bravado" should no longer be encouraged in the science labs: "... teachers can choose where they put the emphasis: do they praise the loudest 'pops' when children are making the hydrogen or the most beautiful hydrogen soap bubbles?"

The author of the report, Barbara Small, was one of the researchers in the well-known three-year GIST - Girls Into Science and Technology - project. The team visited a number of schools in the Manchester area, helping to act as a catalyst for change in curriculum and attitudes, which would encourage more girls to study science and craft, design and technology (CDT).

Currently, although twice as many girls as boys take O level biology, three times as many boys as girls take O level physics. This subject is considered one of the least "girl-friendly", because it is more geared towards traditionally masculine interests.

The bulk of the GIST findings have already been published. The latest document uses some of that research to draw new conclusions, specifically aimed at science teachers.

Ms Small points out that during the GIST project, girls received visits from women scientists, who brought samples to illustrate their talks: "We noted on a number of occasions how the girls enjoyed handling aesthetically pleasing objects. This happened with such widely different samples as brass cuttings, preserved embryo seals, whales' teeth, mounted metallurgy samples."

Ms Small also notes that girls are enthusiastic about astronomy, microscopy, and crystallography, and suggests that this is because these studies entail aesthetic awareness.

The booklet is published by Longman and is available from Longman Resources Unit, 33-35 Tanner Row, York. The author is based in the Manchester University sociology department.

NEWS

Richard Garner previews the motions which are likely to excite debate at the NUT conference

The grievance that cannot be forgotten

The annual conference of the National Union of Teachers will be asked to adopt rule changes that will make it easier for its members to take industrial action in schools.

Several motions tabled for the Easter conference at Scarborough call for the scrapping of the rule which demands a two-thirds majority in favour of action before a strike can go ahead. A "straightforward majority" should be enough, the rule's critics suggest.

In addition, a motion tabled by Blackburn teachers says the union's executive should have the power to discipline any members who do not join in with industrial action once it has been sanctioned.

The list of motions for this year's conference suggests that it is likely to be dominated again by the teacher's pay issue and plans for industrial action to secure a better deal for the profession.

Teachers from Nottingham, for instance, are asking for a change in the rule which allows all members engaged in industrial action to receive full pay from the union.

Instead, they are asking that teachers should be given half pay - which would allow the union's sustentation fund to sustain action for longer.

On pay, it looks as though conference delegates will be in for yet another debate on the merits of pressing for a flat-rate rise.

This year's salaries claim calls for a rise of at least £1,200 a year for all teachers - but there will be an attempt to secure a greater commitment to a flat-rate increase in subsequent salary negotiations, with a call for a rise of £1,700 for every teacher in 1986.

On teacher assessment - which has been linked with pay this year in the local authorities' discussion document on a new structure for the profession - there is a motion calling for strike action if Sir Keith Joseph, the Education Secretary, goes ahead with his plans to introduce legislation compelling local authorities to assess their teachers if agreement is not reached voluntarily.

Another issue likely to loom large is rate-capping - with several local branches of the NUT tabling motions against it and in defence of state education.

A motion tabled by three areas - East Barnsley, Liverpool and West London - warns that the introduction of rate-capping may prevent i.e.a.s. from fulfilling their obligations under the 1944 Education Act.

Peace education and nuclear disarmament are also the subject of several motions and the executive is being asked to oppose any attempt to involve teachers in civil defence exercises planned by the Government.

In addition, there is a call for peace education to become an integral part of every school curriculum and for the union nationally to affiliate to the

"Teachers for Peace" group, which is in favour of unilateral disarmament. However, whilst these issues may steal the headlines, two other issues which receive much less publicity - special education and pensions - have attracted the largest number of motions.

The motions on special education mostly lament the lack of resources available for the implementation of the 1981 Education Act which called for children with special educational needs to be integrated into mainstream schools.

On pensions, the motions deplore the fact that the teachers' pension scheme still discriminates between men and women - with automatic transfer of pension rights to a spouse or dependant only being available in the event of a male teacher's death.

All the union's divisions and associations must now vote on which motions they want to give priority to at Easter - before the final conference agenda is drawn up.

Teachers should have to declare whether they are Freemasons, says one of the union's branches.

A motion from the Ogwen branch in Gwynedd, says that every i.e.a.s. should establish a register of all its employees who are Freemasons.

The police perform no educational function that cannot be carried out by other agencies," it says the union should help members refuse the police access to their schools "except where they have a statutory right to be present".

Television commentator side-steps rugby ban

by Bert Lodge

BBC rugby league commentator Ray French is to defy a rugby union ban by turning up at next week's meeting of the sport's Lancashire schools committee - but he is in no danger of becoming involved in an undignified scrummage.

He will have an invitation in his pocket from both the chairman and secretary. And his 16 years' service on the committee, as well as the work he has done elsewhere for the union game, will ensure him a welcome from the remaining members, mostly ex-players.

But he does appear to have upset the Rugby Football Union's Twickenham establishment, zealous guardians of the amateur game, by his increased activity in rugby league, the professional game. Three years ago he was asked to follow Eddie Warner as the BBC commentator on televised league games. And last season he introduced rugby league into Cockerley School, St Helens, where he has been in charge of rugby for 23 years.

Shrewd observers of the northern rugby scene thought this was a bit provocative. Mr French thought so too, but it was not Twickenham he was bothered about. He was more concerned about the thousands of old boys (he is one himself) of his former boys' grammar school who are proud of their rugby union tradition and might be disturbed by the development.

In an attempt to allay their fears he sent each of them a letter explaining the decision. It said that the game was to be limited to senior boys who, in a rugby league area, ought to have the full range of opportunities and added: "We will remain a rugby union school committed to union at all levels."

This assurance was not enough for everyone, however. There was a complaint to the county committee, and it decided he should no longer sit on the schools' committee.

How the county committee must have groined when they got that complaint. It meant they had to act - when they had known that for years Mr French and many other dedicated schoolmasters in the rugby league-playing north were breaking the union rule on professionalism.

These are so draconian that hardly a union player or ex-player in Yorkshire and Lancashire cannot have broken them at some time. For a union player to turn out "knowingly" on what is classed as rugby league grass is an act of professionalism, says Mr Gout, Lancashire county secretary. He conceded this week: "It goes on. There are



Ray French

a lot of grey areas. I am sure it is happening all over the north." Then he added ruefully, "Down at Twickenham they live in a different world."

The split that gave birth to rugby league 90 years ago occurred because some clubs, all in the north, insisted on making up the wages their working-class players lost when they had to take a half-day off to play (even then, they limited payment to six bob a game). But the impression given off by the cumbersome machinery of prohibition and proscription the RFU uses is not abhorrence of playing for money but of playing rugby league.

What is professionally important to those 50 or so northern schoolmasters who once played rugby league and now run their school rugby union teams is the regulation being used to clobber Mr French. "A qualified teacher in full-time educational employment may be allowed to organize and coach the game within the sphere of education for which he is paid by a recognized education authority."

If the two Freds - Jarvis of the NUT and Smithies of the NASUWT - could wrest a definition of that from the employers they would be halfway towards being out of a job. But Twickenham sees no ambiguities. Mr French has trespassed outside his sphere.

In a postscript to its decision the International board (so Twickenham says) has spelled out that Mr French "may coach in the wider sphere of schools' rugby". Lancashire but he may not, however, sit on the Lancashire schools committee.

So what is he expected to do? Hand in his recommended names on a piece of paper to the selection sub-committee while he stands outside? In preserving the amateur game the Rugby Football Union has a good case and a lot of supporters - among them Ray French. In his book, *My Kind of Rugby*, he wrote "The desire to retain an amateur game... is a most praiseworthy aim in sport"; and decline into the world of commercialism and cheap gimmickry. Then he points out that the rules allow anybody to play any sport for money and continue to play rugby union - so long as it is not rugby league they have played.

No wonder, he concludes, "The discrimination is not against professionalism. It's against rugby league."



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The Abortion Law Reform Association have recently published an education pack for teachers and youth workers.

'WHY DISCUSS ABORTION? A WORK PACK FOR USE WITH YOUNG PEOPLE'

It seeks to promote, through discussion, a greater understanding about abortion amongst young people and contains information, exercises, case studies and a resource list. It is for use with young people aged 15 years and over.

Price: £2.00 inside the GLC area and £3.00 outside the GLC area including p. and p. Copies available from ALRA.

Following the publication of the pack, ALRA are organising a series of DAY SCHOOLS to bring together teachers and youth workers in the Greater London area to review and develop different approaches to the discussion of abortion with young people.

Initially there will be two day schools (each with a maximum of 20 participants) to be held on the following dates:

Friday 16th February at Camden Westminster Teachers Centre
Monday 19th February at the Family Planning Association.
For further details write to ALRA or phone 358-6200.

ABORTION LAW REFORM ASSOCIATION, 88A ISLINGTON HIGH ST, N18EG.

The ALRA Youth Programme is funded by the GLC Women's Committee.

Too much Shakespeare ... the NUT doth protest

Too much emphasis is placed on Shakespeare and not enough on modern playwrights in the HMI curriculum document *English 5 to 16*, says the National Union of Teachers today.

It claims: "While none would question the significance of Shakespeare's contribution to English literature, to mention him only (in the context of literature and drama) is to devalue the rich and varied tradition of English literature as a whole."

The union adds: "There are many excellent dramatists, including a number of contemporary writers such as Harold Pinter, Tom Stoppard and Caryl Churchill, who communicate with young people in a way which writers of other periods may not."

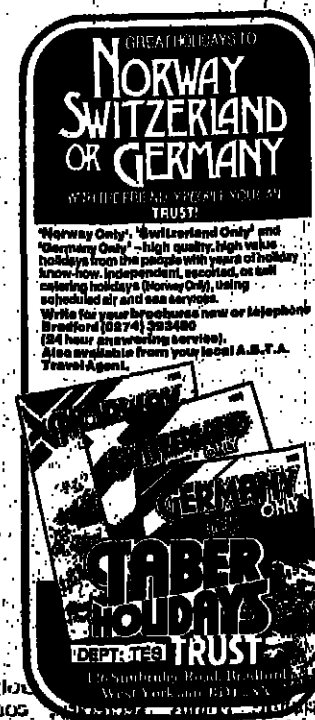
The NUT says it finds "much of interest" in the report, but it cannot accept the conclusion that "present practice in the teaching of English in our schools varies greatly" - agreement (about the aims, objectives and

general principles of English teaching) is urgently needed.

"The union believes that such diversity, far from being unhelpful, is actually beneficial to the quality of English teaching and that to impose a rigid framework as outlined in this paper... would be extremely damaging and counter-productive," the response concludes. "The union therefore questions the validity of this kind of curriculum document."

● The HMI document ignores important areas in young children's learning, according to the National Association for Primary Education.

Notably, it overlooks the impact made by microtechnology and the use of the imagination, according to John Coe, NAPE chairman. In a written comment on the document to the Department of Education and Science, Mr Coe says: "The document is a



The Commons Select Committee looking into primary schools resumes its sittings later this month. Sarah Bayliss looks at the evidence given to MPs so far.

Cuts, parents, curricula ...

NUT

The National Union of Teachers says nursery schooling should not be considered "pre-school", but part of mainstream schooling. Nursery classes attached to primary schools have many advantages, not least in continuity. But nursery schools make a unique contribution, especially in teacher training and the development of professional expertise, and there should be more of them.

The union believes that compulsory schooling should start from the beginning of the school year in which children have their fifth birthday.

In primary schools, the role of the class teacher is of overriding importance: "The great strength of primary education rests on that concept". Many teachers have valuable curriculum expertise but they cannot readily share it with colleagues because they are in front of their own classes all day. Most primary teachers have no non-contact time. Staff cuts have produced a sometimes "devastating imbalance" within the curriculum expertise of a school's staff. Redeployment has made the mismatch worse. Mixed age-group classes which have grown to accommodate staff reductions cause further difficulties.

Constraints on public expenditure are threatening the philosophy of the 1944 Education Act and the likelihood of effective teaching. Schools are increasingly reliant on parents for funds, and it is unfair that primary school capitalism is invariably lower than that of secondary schools.

Parental involvement in school should be encouraged but parents should not be used to offset deficiencies in staffing levels.

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School governing bodies should not contain a majority of parents or any other group.

NAS/UWT

The National Association of Schoolmasters/Union of Women Teachers says it is "nothing short of scandalous" that only four out of ten under-fives in Britain get a place, often half-time, in a nursery school or class. Four EEC countries offer places to more than 90 per cent of children under five.

The NAS/UWT is in no doubt that without a major programme of nursery education the primary schools will have to make "compensatory provision" to children who have missed out in their earliest years. This will be costly and possibly ineffective.

Small primary schools need to be supported by peripatetic staff and extra resources. The curriculum should be thought of in terms of activity and experience rather than knowledge to be acquired and facts to be learned. At the same time, the NAS/UWT agrees that specialist coordinators should be appointed within schools, particularly for supporting classes of older children.

More parents are involved in schools than ever before. Teachers should have the final say about whether parents should be allowed into the classroom. There is a real risk of local education authorities refusing to improve pupil-teacher ratios because of the active participation of parents in classrooms.

The NAS/UWT strongly objects to the Green Paper proposals for a majority of parents on governing bodies. It "implies that parents have the right to dictate to professionally trained and qualified staff on matters on which they have little or no knowledge".

The union says primary education has been badly neglected by governments.

NAHT

Evidence from the National Association of Head Teachers states that at its 1984 annual conference there was a large vote in favour of statutory primary provision for all children at the beginning of the school year in which they were five.

The drastic difference between pupil-teacher ratios in nurseries and in infant reception classes is unacceptable and unacceptable to the association. "It needs to be recognized that there is no more specialized job in teaching than that of the reception teacher, and none more arduous".

Mixed age classes are being forced on schools for economic reasons. Many heads are forced to choose between the "twin evils" of large classes or mixed age classes "and then have to justify their choices to parents strongly opposed to both".

The NAHT is committed to the primary ethos of the generalist primary teacher, but it supports HM Inspectorate in questioning whether a single teacher can cope in preparing children for the future without curriculum support. There is a strong case for having coordinators with specialisms in key subject areas, especially language and maths. Eighteen months ago the association began to produce booklets on key subject areas such as language, mathematics and science.

There should be more school-based in-service training, more remedial teachers, and more supply cover. The head should not be regarded as the first line of supply teaching.

The implementation of the 1981 Education Act without extra resources has placed a heavy burden on schools. About 10 per cent of motions to the annual conference were concerned about that.

The NAHT strongly supports parental involvement in schools. However, it is not happy about the proposals in the Government's Green Paper. "Our fear is that a vocal minority might take control of the governing body to the detriment of the school; our feeling is that parents are expecting more of schools than they are likely to get." At

present, many heads have great difficulty in finding enough parents to become governors.

The NAHT supports the Taylor Committee proposals to allow no single body group a majority on governing bodies. It is behind any move to "wrest control of governing bodies from nominees of local politicians".

Continuity and liaison between schools should be high on the educational agenda. The sudden change between the primary and secondary teaching styles and methods is disastrous for many pupils.

The NAHT draws attention to discipline in schools. It says the Government's 1983 consultative paper on the subject, which effectively divides children into those who can be caned and those who cannot, is a nonsense and should be abandoned. The phasing out of corporal punishment should be accompanied by real alternatives for serious offences, and has resource implications. The issue of midday supervision must be resolved. "The present unsatisfactory arrangements for supervision at midday are one of the major causes of ill discipline in schools".

AMMA

A paper from the Assistant Masters and Mistresses Association says playgroups are no substitute for nursery schools because they lack trained staff and are under-resourced. Although many playgroups are very good many others seem to be merely "minding" children who pick up habits which then have to be unlearned when they start school.

Nursery classes attached to infants' schools are the best form of nursery

PAT

The Professional Association of Teachers argues that there should be statutory nursery education for all children. Failing rolls in primary schools should allow nursery places to increase. All children should be able to start primary schools in the September before their fifth birthday, if their parents want them to.

Infant school staff should know about the preschool experience of their children; infant and nursery teachers need to have common aims and approaches.

If the primary curriculum is to be broadened, staff need some non-contact time to prepare and plan lessons, like their secondary colleagues. The PAT says educational priorities are "in the wrong order". If more resources were available at primary school level fewer would be needed at secondary level for remedial teaching, for example.

A large number of PAT members believe that specialization in the primary school is "the natural way forward". Posts of responsibility are now largely for particular subject areas.

NAPE

In an introduction to its evidence, the National Association for Primary Education argues for an increase in funds for primary pupils, equal to the levels received for secondary pupils. Primary children would then enter secondary school "with considerably greater powers of autonomous learning". The NAPE cites the success of the "Head Start" programme in the United States in its claim for more investment in young children's

is a firm indication that some child's early potential goes unnoticed. "This is a general lack of awareness among nursery school and reception teachers of their children's wide range of potential".

Classic cases of early readers held back or being made to skip early reading primers are becoming a serious problem, says the NAPE. Maths, music, movement and science are a serious underestimation of children's levels of interest, insight and skill. Closer links between home and school are essential.

ACC

The Association of County Councils points to the wide variation in school provision and says there is "no easy or cheap answer" to the needs of parents and children.

Children should not be involved in formal, full-time education before they are ready. In the short or medium term, local authorities could do a great deal if they had funds to encourage parents to set up groups in schools. Rooms should be made available through falling roll.

The curriculum is narrowing in cause schools have been losing full-time staff. Each primary teacher is in charge of a class full of opportunities to consult and the expertise are even more limited than in the past.

Small schools face difficulties offering a broad curriculum, and peripatetic arrangements sometimes prove expensive and not always successful. Teaching methods are too easily categorized as progressive or traditional. Whole-class teaching where children all attempt the same work is these days and, says the ACC, ineffective. Individual children taking chosen tasks at their own pace is an "impossible dream".

NATE

The National Association for the Teaching of English says young children should not be taught English as a separate subject in the primary school. Instead language and literacy should pervade the whole curriculum.

The association endorses the recommendation of the Bullock Report which said all schools should have a post of special responsibility for language and literacy. The teacher should lead and support colleagues in the area and should have adequate in-service training and resources.

Nursery teachers and assistants should have in-service training to promote language development and experience books. Nursery provision should be extended and more flexible assistance given to playgroups to ensure that all children experience language and books as early as possible.

The early years in primary schools need more help with reading and writing. All teachers should get proper training in how to tackle racism and prepare children to live in a multicultural society. Books and other curriculum materials should reflect the diverse cultural life of Britain.

ASE

The Association for Science Education says that for more than 20 years arguments have been put forward about the value of science in the primary curriculum. But few schools have effective teaching programmes and the subject fails to get an adequate share of limited resources. Where it is taught it is more in support of other curriculum areas than in its own right.

The association refers to a survey from the Middlesex Science Technology Education Centre, which found only 10 per cent of teachers had taken science as a main course in training, and only 7 per cent had taken it in-service course in science. Only 1 per cent of time and 5 per cent of capital were directed to science.

The role of the headteacher in encouraging science is crucial. Perhaps the most important is to make science a "uniquely valued statement" that science will be part of the curriculum and that resources will be made available.

The association says that all entrants to primary teaching should have a science qualification. It should have the same way that they are required to have maths and English qualifications.

As the arms limitation talks were getting under way in Geneva some of British education's most vociferous antagonists were sitting down to their own peace negotiations in a Cambridge college. Patricia Rowan witnessed their opening moves.

The people who have done most since 1969 to shatter the cosy old educational consensus made a brave attempt at the weekend to start to build a new one.

The National Council for Educational Standards, the right-wing pressure group which encompasses the Black Paper beguilers, the authors and disciples of the Cox and Marks statistics, and a selection of old and young fogies, took over a Cambridge college for a conference in search of common ground with their antagonists of the past 15 years.

Giles Radice, Labour spokesman for education, and Anne Sofer, of the SDP and ILEA, were also courageous enough to join the search, though their venture into the selective lions' den won them more marks for gallantry than converts.

Sir Keith Joseph, however, caused great offence among some 90 of his closest supporters by his last-minute cancellation, especially since many had paid £48 for their weekend at Sidney Sussex especially to hear him.

It could have been Hamlet without the prince (though in the end it was his exiled friend Rhodes Boyson to whom the conference sent a wish-you-were-here message, at Professor John Honey's prompting), but the rare challenge of debating with the enemy, rather than at him/her, generated enough adrenalin to push the drama along.

The initiative towards cooperation came from Brian Cox, professor of English at Manchester University, NCEP president and co-founder of the council as well as the Black Papers. With backing from the council's chairman, Professor Brian Holmes of the London University Institute of Education, and at least some of their fellow trustees, like Baroness Cox, he is seeking a broader, more constructive role (and more members) for the NCEP.

A sprinkling of non-members (mostly teachers but including Lady Cox's successor as head of sociology at the Polytechnic of North London, Mr Noel Parry) was attracted by the prospect of the search, and it is probably fair to say that they were the participants most likely to discover new common ground.

But although few hard-core members budged from entrenched positions, some olive branches were offered and grasped, a common inch or two was reclaimed from no-man's-land, and a handful of common ideas turned up on both sides of the great divide.

The divide was obviously too wide to paper over, as Professor Denis Lawton, director of the London Institute, discovered when he tried to set out an agenda in the role of neutral academic. On the principle that "those who aren't with us are against us", he was accused by Dr Roger Scruton of "trying to smuggle in left-wing beliefs".

So Professor Lawton didn't manage to smuggle in "common ground", he conceded that the only debate about differentiation was about when it should take place. He found many more backers for a common curriculum, including Giles Radice and Anne Sofer, though Mr Fred Naylor of the Centre for Policy Studies rejected it on the basis of Lawton's own definition of the curriculum as "a selection from the culture". "Who makes the selection? Parents or state?"

But Dr John Marks found himself agreeing with Lawton's assertion that "abolishing the direct grants was one of the worst things that Shirley Wil-



Giles Radice (left): earned marks for gallantry but failed to convert Roger Scruton (right).



A tentative step into no-man's-land

liams ever did, because it polarized instead of searching for common ground". Marks quoted left-wing guru Professor A. H. Halsey in support of differing within the system, and the notion of schools specializing in particular subjects proved one of the more promising runners of the weekend, with backing from Baroness Cox, Mr Raymond Baldwin, who is chairman of Manchester Grammar School governors and saw them, like Shirley Williams, as centres of excellence, and even Giles Radice, though he was cautious about that last belief.

Another idea to gain support was the need for a break at around 14. Mrs Sofer was attracted by the prospect of the search, and it is probably fair to say that they were the participants most likely to discover new common ground.

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But Dr John Marks found himself agreeing with Lawton's assertion that "abolishing the direct grants was one of the worst things that Shirley Wil-

liams ever did, because it polarized instead of searching for common ground". Marks quoted left-wing guru Professor A. H. Halsey in support of differing within the system, and the notion of schools specializing in particular subjects proved one of the more promising runners of the weekend, with backing from Baroness Cox, Mr Raymond Baldwin, who is chairman of Manchester Grammar School governors and saw them, like Shirley Williams, as centres of excellence, and even Giles Radice, though he was cautious about that last belief.

Another idea to gain support was the need for a break at around 14. Mrs Sofer was attracted by the prospect of the search, and it is probably fair to say that they were the participants most likely to discover new common ground.

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Mike Durham reports from the North of England Education Conference in Chester

Students' 'ordeal' of exams attacked

University finals are an ordeal akin to a tribal initiation rite, and not necessarily a good test of a student's abilities, the art historian Sir Ernst Gombrich, told the conference. Humanities degrees, he added, were increasingly of marginal use.

Making a plea for a balanced higher education curriculum despite financial stringency, Sir Ernst said: "We have established what I like to describe as youth camps where the young of certain sections of society are kept, housed, and submitted after a fixed period of time to the ordeal of so-called finals".

The idea of acquiring an all-round education in a "community of learners" was not to be scoffed at. But this, especially in the humanities, was purchased at a high price.

The examination system "parcels up the subject into neatly examinable goblets of special periods and set texts. However well we may train the student in one of these topics, we too easily forget in the process how limited the subjects are we can so prescribe".

Sir Ernst said the examination and degree structure was "neither God-given nor universal". He would remove the barrier between first and second degrees and replace it with "a distinction between the learning of skills and the using of skills".

He said he believed it was possible to promote the humanities without necessarily increasing expenditure. "Those who hold the purse strings are fond of repeating that 'he who pays the piper can call the tune'." Sir Ernst said. But once the pipers were gone, they might never be heard again.

□ The future of British industry depends on joint ventures between universities and employers, to close the historic gulf between "education" and "training", the conference was told. Professor John Ashworth, vice-chancellor of Salford University, said Britain was "stuck with two separately institutionalized traditions". The opportunity had arisen to change this, but there were signs it might be missed.

"What is needed to prevent such an infinitely depressing prospect is for the existing institutions of higher educa-

tion - particularly the universities - to seize the initiative."

Industry needed to be more willing to take responsibility for education and reeducation. Investment in employees' skills should be seen as on a par with other capital assets.

Professor Ashworth said there was no reason to expect higher education to foster in all students an all-round education. The need was to rescue British industry.

"In an ideal world it would be possible. But you can only provide it for 10 to 15 per cent of the population. We have got to put 30 or 40 per cent of our population through higher education", he said.

□ Business studies deserves a more prominent place in secondary schools if the industrial job market of the 1990s is to be successfully matched with vocational training, the conference was told.

Mr Robin Paul, deputy chairman of the ICI Mond division based in Merseyside, said that apart from job training, school-leavers would need to be taught awareness and understanding of their role in the world of work.

Calling for more "economic literacy", he said: "I would argue that an understanding of the meaning of profit and of the difference between cost and price are just as important as an understanding of the tactics employed by Wellington at the Battle of Waterloo".



John Ashworth

THE BRITISH COUNCIL

International Specialist Seminar

In-Service Teacher Education and Change in Schools

8-20 September 1985 in Cambridge

This seminar is being planned to allow its members an opportunity to study the relationship between in-service education and change in schools in members' countries and in Britain. The seminar will have two major strands, the first an opportunity to undertake a series of case studies of strategies for in-service education drawn from Britain and members' own countries, the second an in-depth study of one major facet of in-service education and change.

The seminar will be under the direction of Howard Bradley, Director of the Cambridge Institute of Education.

Qualifications of members
The seminar is designed for experienced educationists with responsibility for the in-service education of teachers. Applicants are likely to include organisers, planners, advisers, inspectors and teacher educators or those about to take up such posts.

There are vacancies for 40 members.

Fee £240 (Residential).

Venue and accommodation
This is a residential seminar. Members will be accommodated at Hughes Hall in Cambridge. The seminar sessions will also take place at Hughes Hall.

Further information and application forms
can be obtained from British Council offices overseas or from Courses Department, The British Council, 65 Davies Street, London W1Y 2AA.

(0160)

December rush for university places

by Biddy Passmore

The total of applications for university places this autumn is, after all, slightly higher than last year's, after a last-minute rush offered a slow start.

As late as November, the University Central Council on Admissions reported applications running 4 per cent lower than at the same time last year, giving rise to fears that the total would drop for the first time in 20 years.

But the final application date in December, however, the gap had closed. 141,791 applications had been received, 637 more than the previous year.

But the growth in new enrolments to polytechnics has begun to slow, according to figures released by the Committee of Directors of Polytechnics.

Last year's intake of new home students to full-time and sandwich courses was less than 1 per cent higher than the 1983 figure, at 69,800.

But within that total, there was a significant increase (1.5 per cent) in overseas students, and a significant drop (1.5 per cent) in home students.

tics and technology, who accounted for 39 per cent of new entrants.

Because of the big increases in the intakes of recent years, the total number of home students taking full-time and sandwich courses last October was, at 150,000, some 4.4 per cent higher than the previous year's.

The increase in enrolments on first degree courses - nearly three-quarters of the total - was 4.5 per cent.

In addition to home students, there were about 6,500 full-time and sandwich students from overseas.

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Moray House College of Education

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Further particulars and forms of application may be obtained from the Admissions Office (OE), Moray House College of Education, Holyrood Road, Edinburgh EH8 8AQ.

Potential candidates are requested to submit their applications by 2nd April, 1985.

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14-18 pre-vocational education

Susannah Kirkman explores the range of courses on offer

Trying to fit pre-vocational courses into a coherent sequence is like attempting an algebraic equation, according to an official from the Secondary Examinations Council. Until more of the unknowns are found, it will be impossible to reach an answer.

Lack of progression is one of the main worries about the recent mushrooming of pre-vocational courses such as TVEI and the introduction of the Certificate of Pre-vocational Education; will the new courses be accepted by colleges, universities and employers? And will they link up with existing courses rather than duplicating them?

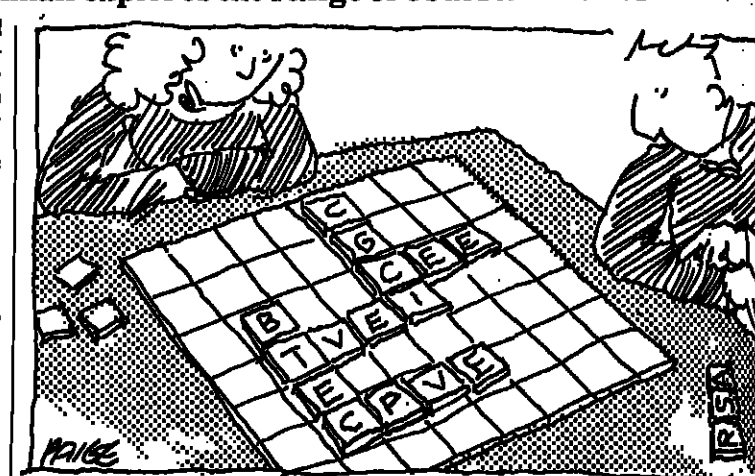
But until decisions are made on unknowns—such as the GCSE subject criteria, 14-16 pre-vocational provision and the relationship between the CPVE and YTS leaving certificates—a solution will be difficult.

Progression from TVEI is also unclear. No one is sure how many pupils involved in the scheme are likely to stay on at school, let alone the numbers who might be interested in CPVE or YTS courses.

The coherence of pre-vocational courses is at risk because it relies on the free enterprise of the exam boards. If they are jostling each other for a share of the pre-vocational market, they may not consider how a new course will fit into the existing structure.

Duplication of elements in different schemes is a problem. TVEI has a very loose framework and no core of subjects; it may incorporate aspects of other pre-vocational courses and TVEI students who go on to these certificates may find that they are repeating work that they did during TVEI. Core areas like life skills could be similar in YTS, RSA and CGLI certificates which will continue to be available for under-16s.

In spite of the anxiety about duplication and progression, it is argued that the outlook is quite rosy. All pre-vocational courses encourage activity-based learning, which should prevent



repetition, and a 15-year-old's appreciation of the world of work will be different to that of a 17-year-old CPVE student.

Before youth unemployment few cared about progression for the less able. When many of the present pre-vocational courses were devised, no one planned a sequence of training, as it was thought that youth unemployment would be a temporary problem.

But now that the clientele remaining in education is wider than ever before, plans are finally being made to improve the structure of education and training for young people.

The vocational elements in the final version of the CPVE go some way to ensuring entry on to vocational courses like BTEC National. And discussions are taking place between the DES and MSC to align the core requirements for YTS and CPVE certificates. The Joint Board is planning to introduce a part-time CPVE in 1986 which means that YTS trainees will be able to take the new certificate. And the DES is anxious to beef up the theoretical side of YTS training.

But there will have to be changes in YTS; the Joint Board considers that 13 weeks of off-the-job training is inadequate for the CPVE.

Tension between bodies like the Secondary Examinations Council (SEC) which oversees the traditional single subject exams, and the vocational exam boards strains consistency over the school curriculum.

The final GCSE subject criteria are not yet known, but it will obviously be difficult to make inter-disciplinary core skills such as communication conform to the criteria for single subject courses such as English.

Comparison between TVEI courses and SEC criteria will suffer from similar problems. How can you measure a vocational orientation against a traditional physics exam?

Yet talks are to begin soon between the SEC and the vocational examining bodies to coordinate academic and pre-vocational curricula in schools. The Joint Board has already announced plans to introduce a vocational certificate for 14 to 16-year-olds which would subsume a bewildering array of courses currently on offer.

And Sir Keith Joseph, the Education Secretary, is adamant that the SEC, the Government's own adviser on exams, should monitor all exam courses for this age group.

TVEI

The Technical and Vocational Education Initiative was launched in 1982 to stimulate the provision of technical and vocational education for young people.

The first projects started in 1983 and involved 14 local education authorities.

Who is it for?
It is aimed at 14 to 18-year-olds from a wide range of abilities.

Who runs it?
The Manpower Services Commission is in overall control. The MSC unit which administers the initiative liaises closely with the Department of Education and Science. Regional advisers link different projects with each other and with the MSC. They are seconded from the education system. It is up to local education authorities to formulate and deliver the original project proposals.

Who pays?
The MSC—its spent £25.7 million on TVEI during the last financial year, one per cent of its total expenditure.

What does it involve?
Unlike other pre-vocational courses, TVEI has no closely defined core of skills, aims and objectives. This is to allow i.e.s. to develop their own curricula.

But each programme must fulfil the following criteria:
• Equal opportunities for both sexes
• A four-year curriculum designed to prepare the student for employment in a rapidly changing society.
• General and technical/vocational elements throughout the course.
• The course should develop problem-solving skills and initiative in the students.
• The technical/vocational aspects should be related to job opportunities, which will be given priority in the final evaluation of the programme.

- Planned work experience from the age of 15;
- Links with further training and/or education; and
- Regular written assessment and good careers counselling.

Qualifications and accreditation

The MSC wants to attract high-fliers as well as less academic students, so there should be provision for pupils to take GCSE and A levels. This plan may be undermined if AS levels and distinction or merit certificates are introduced as these would probably leave too little time for the technical/vocational side of the programme. According to their interests and ability, students could also take TEC/BEC General, CGLI, RSA certificates and CPVE.

The DES and MSC predict that the take-up for CPVE will not be very high as many of the elements of CPVE already exist in TVEI. But pupils who want to leave TVEI at 16 may go on to CPVE. At present, no-one is sure how many on the original 14 pilot projects will complete the course. Some i.e.s. are seeking separate accreditation for new courses from the examining boards.

The final TVEI certificate will also include a pupil profile accrediting skills and qualities not mentioned elsewhere.

Monitoring, evaluation and dissemination

This is an important element of TVEI; the 5-year funding of projects allows for dissemination and independent, on-going studies of the schemes by the i.e.s.

The MSC has funded project coordinators who are employed by the i.e.s. to link the different projects. They are discussing common issues like curriculum development, accreditation and ways of avoiding sex stereotyping. The MSC is also mounting a programme of in-depth evaluation of the initiative.

Numbers

Since September 1984, 62 authorities have been involved with TVEI. There are now around 107,100 students taking part in the scheme. By September 1985, the MSC reckons most LAs will be taking part, except for a few Labour-controlled authorities who decline to do so for political reasons. This will bring the numbers of students up to three per cent of the total 14 to 18 age group.

Royal Society of Arts pre-vocational certificates and profiles

What are they?

There are four main vocational preparation courses, aimed at active learning through real assignments. They were first offered nationally in 1979.

- 1 Voc prep (distribution)
- 2 Voc prep (clerical)
- 3 Voc prep (basic clerical/procedural)
- 4 Voc prep (basic receptionist/phonist skills)

They all share a common core:
• Communications skills;
• Numeracy; and
• Career and personal development.

The core skills are applied in a variety of work experiences. The schemes might also include study of a particular vocational skill, for instance, bookkeeping, which might lead to RSA 1 Bookkeeping.

The RSA also runs the Practical Profiles scheme. It provides assessment for basic skills which can be applied to different vocational contexts—for instance, catering or engineering. Schools and colleges can either use the Practical Profiles to accredit existing courses or develop courses which satisfy the Practical Profiles' criteria.

The main areas are: communication skills, numeracy skills, process skills, computer literacy, and information skills.

technology, and a general profile with general skills such as gathering information and identifying and solving problems.

Who are they for?

They are most popular with FE students although voc prep is also beginning to be more widely used by schools as part of TVEI. Sixty per cent of students on full-time voc prep courses are from YTS.

Qualifications and accreditation
All courses involve profile certification. Voc Prep (basic receptionist/telephonist skills) is based partly on an examination.

Numbers
Some 3,370 students in the 14 to 18 age group took full-time RSA voc prep courses in the academic year 1983 to 1984.

The City and Guilds of London Institute pre-vocational courses and certificates

Foundation Courses

There are nine foundation schemes designed by CGLI which can be used as guides for schools and colleges to design their own courses. Eight of them were developed between 1976 and 1978. They are: construction, engineering, science industries, food industries, community care, agricultural industries, commercial studies and distribution. A ninth, information technology, was introduced in 1983.

Schools and colleges can devise a course relevant to local needs while providing a recognized basis for national exams and certification. Some schools and colleges have offered locally modified courses in other vocational areas such as garment manufacture, printing and nursing.

Who are they for?

They are designed for young people in their final year of full-time general education who are not already committed to a particular vocation. Students are generally from a wide range of ability: the average level is Grade 3 CSE.

What do they involve?

There are six main elements:
1 Industrial, social and environmental studies involving the industry or occupational group chosen;
2 Skills and practices introducing practical activities associated with the vocational direction chosen;
3 Technology, theory and science connected with the vocation chosen;
4 Communication studies including written and oral communication and numeracy;
5 Optional activities—at least two activities from a wide range such as pottery, music, local history, sports and hobbies; and
6 Guidance education—individual and group counselling on careers and the students' aptitudes.

Assessment

Any student who reaches the basic required standard will achieve a pass grade. Assessment is of the four main course elements: industrial, social and environmental studies, skills and practices, technology, theory and science, and communication studies.

The CGLI and the teachers are jointly responsible for assessment. There are two grades for each of the four areas: one from the teachers, which is moderated by the CGLI, the other based on an external test set by the Institute. When schools or colleges offer their own schemes, the teachers are responsible for grading the four course elements, subject to moderation by the CGLI.

CGLI Voc Prep (general) 365

It is the forerunner of CPVE and designed to give students a chance to sample a wide range of vocational activities and was first introduced as a pilot scheme in 1981—1982; 365's aims and core are directly drawn from the Further Education Unit's report, *A Basis for Choice*. The ABC suggested a course framework which would enhance young people's career and further education opportunities and serve their wider interests. Schools and colleges are free to design their own.

courses, which must meet 365's aims and follow its curriculum structure.

Who is it for?

They are aimed at a wide range of ability but the average student is CSE grade 3 standard. The 365 course is open to pupils from 14 upward.

What does it involve?

The basic core includes: communications skills and numeracy; economic, social and environmental studies; vocationally-oriented studies; extension studies, which encourage students to develop their personal interests; guidance education; process skills such as literacy, numeracy, social skills and computer literacy, which are learnt in a variety of different situations; and work experience, which is not compulsory.

Assessment

The CGLI set tests for Communication Skills and Literacy. Each student also has a Profile Report Form which records the candidate's basic abilities and experience gained throughout the programme. CGLI moderates the profiles compiled by teachers.

Numbers

Some 98,000 candidates took CGLI pre-vocational courses in 1983 to 1984.

The Certificate of Pre-vocational Education (CPVE)

What is it?

CPVE is a one-year full-time course which aims to:

- Give young people the basic skills, attitudes, knowledge and social competencies they will need for success in adult life, including work;
- Provide a flexible course which can be tailored to meet the needs of a wide range of pupils;
- Involve students in the planning, organizing and assessment of their own learning;
- Provide a universally-recognized basis for students going on to a variety of vocational courses, higher academic qualifications, training or jobs; and
- Simplify the maze of different pre-vocational courses which exists at the moment.

What is it for?

It is aimed at what used to be known as the "new sixth", the 100,000 or so pupils who wish to stay on at school or take a full-time college course but do not want to take A levels or a purely vocational course. The CPVE will cater for a wide range of ability: the DES hopes it will provide a route back into A levels or on to BTEC National and Higher for more able students, as well as leading to other vocational courses for less academic youngsters.

What does it involve?

There are three main parts to the course: Core studies (which cover 10 areas) vocational studies and additional studies.

1 Core studies should teach skills which can be applied in a variety of situations. The main study areas are: personal and career development, communication, numeracy, science and technology, industrial, social and environmental studies, information technology, the skills of learning, decision-making and adaptability, practical skills, social skills and creative development.

It is not intended that core studies should be taught as separate subjects. The joint aim is to integrate the different areas as much as possible and to increase pupils' motivation by teaching core skills through vocational studies.

2 Vocational studies includes a minimum of 15 days, on-the-job work experience and tries to focus students' vocational aspirations. These elements should make up at least a quarter of the CPVE programme. Vocational studies has been organized into five different occupational categories which are then grouped into more narrowly-focused "clusters".

Business and administrative services

- i) Control of organizations
- ii) Services to business
- Technical services
- i) Information technology and micro-electronic systems
- ii) Service engineering
- Production
- i) Manufacture
- ii) Craft-based industries
- Distribution
- i) Retail and wholesale
- Services to people
- i) Health and community care
- ii) Recreation services
- iii) Hospitality, including food and accommodation.

These vocational groups will be taught in separate modules which have three different levels, each one with a progressively more vocational focus.

Introductory modules help students to see if they have any aptitude for any particular occupational group. They can sample activities in each occupational category.

Exploratory modules allow students to explore different vocational roles within a "cluster". They should also learn how to transfer skills from one area to another and develop job skills.

Preparatory modules make students ready to start on a specific occupational route. Youngsters are able to develop skills and knowledge within one particular "cluster".

3 Additional studies are intended to help CPVE meet the needs of its very varied clientele. They are supposed to provide time for "community activities, leisure, recreation and for reflection". But the time allocated for additional studies, a quarter of the CPVE course, may also be used to study for other certificates or to develop vocational skills.

How is it organized?

Schools and colleges are free to devise their own courses but these have to be validated by the Joint Board and must include the following learning strategies:

- Activity-based learning;
- Work experience, which can include work placement, work sampling and work simulation;
- Regular student counselling and guidance, including an induction programme;
- Careers guidance.

Assessment

Assessment will be externally-moderated and based on attaining specific skills (criterion-referenced) rather than on peer group standards (norm-referenced).

Formative assessments will help students to monitor their own progress and ensure that the CPVE programme is tailored to individual needs.

Summative assessments provide the basis for the final report of students' achievements which will be used by employers or admissions tutors.

The Joint Board will develop assessments for all the core areas at a variety of levels. Everyone who completes the course will receive a Certificate with a profile of experience and achievement during the course.

Numbers

The Joint Board expects CPVE to attract up to 150,000 young people when the new course is established. It is certain to draw large numbers of candidates from YTS when it becomes available on a part-time basis in September 1986.

At present, nearly 900 students are involved in CPVE pilot schemes.

Sir Keith Joseph set a very tight deadline for the introduction of CPVE—September 1984—which the Joint Board has been unable to meet. To allow it more time to set the new scheme underway from 1985 to 1986, students taking any one of a number of pre-vocational courses from BTEC, CGLI or RSA will be awarded the CPVE.

But centres already offering pre-vocational courses can also develop new programmes if they meet the Joint Board's criteria for CPVE.

CPVE will subsume the following courses, which will no longer be available for full-time students at 17-plus after September 1985:

BTEC General Award in Business Studies
CGLI Foundation Courses
CGLI Vocational Preparation (General 365 Certificate)

Pupils under 16 will still be able to take CGLI's 365 Voc Prep courses. So far, the RSA has not decided whether it will withdraw its full-time vocational preparation courses in favour of CPVE. There could be even greater confusion at schools and colleges if RSA continues to offer its own pre voc courses as rivals to CPVE.

BTEC General Award in Business Studies

What is it?

It aims to provide a broad general education for young people with few academic qualifications who are interested in a clerical or sales career in industry, commerce, distribution and the public sector. It was introduced in its present form last year but is very similar to the Btec Gen courses first used in 1978.

Who is it for?

Most candidates are 16 or 17-year-olds attending college part-time, but the course has become increasingly popular with schools and YTS trainees. Unlike CGLI's 365, it is not available for pupils under 16.

What does it involve?

All courses are made up of three core modules:

- People and Communication;
- Business Calculations; and
- The World of Work, for students interested in office work, or Elements of Distribution, for those with an interest in the distributive trades.

The core modules cover four "central themes" which BTEC thinks is applicable throughout the business world: money, people, the ability to receive information and express oneself clearly, and a logical and numerate approach to business problems.

Students must also choose from option modules. Candidates for the part-time BTEC general certificate

choose one option module while the full-time diploma students choose five option modules. The modules deal with more specific knowledge and skills directly related to students' career plans. They range from audio-typewriting to an industrial relations course.

BTEC places a premium on learning skills through vocational experience (assignments and cross-modular assignments). Students at a Hounslow college took over the college bookshop when the regular contractor dropped out. It now acts as a focus for practising core skills.

Assessment

Staff at the schools or colleges set and grade practical assignments to assess core areas. BTEC is responsible for moderation. There is also an external exam for the core modules at the end of the course.

Numbers

In 1983-1984, 15,474 candidates took BTEC General (business studies); 4078 of these were at school. There were 19,963 part-time candidates; 8535 were on YTS.

The Certificate of Extended Education

This pilot scheme was aimed at the "new sixth"—pupils who wanted to stay on at school for another year and already had some CSEs with good grades. This single-subject exam has been popular with schools; there were nearly 30,000 candidates in 1982.

The CEE syllabus includes a range of subjects related to the world of work but it was not considered flexible enough. The Government wanted joint provision by schools and FE and so CPVE will now replace CEE. The last CEE exams will take place in the summer of 1985.

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Bryan Nicholson . . . withdrawn guidelines

In fact, although Mr Nicholson says he is honouring the agreement, he is

eis and inspectors is digging out new evidence and another group from the FE staff college compiles case studies.

- ☐ An organizational structure – possibly a special unit at the top level of the

DES official who headed the national review, and who has bitterly criticized

Security checks are an everyday obstacle to those applying for state jobs in Turkey and would-be school teachers, who are appointed directly by the ministry in Ankara, are no exception.

Although the authorities say that teachers suspended on suspicion during five years of martial law have now been re-instated, the Education Ministry received only 3,500 replies to an appeal made at the beginning of the school year for 16,000 new teachers.

Meanwhile, some pharmacy students with legitimate sick notes were reported by *Granma*, the Communist Party daily, as saying their medical complaints would not stop them working in the fields.

Lusaka children . . . free education

Geoffrey Parkins
have red hair

ministry and health, the Lower Saxony education minister, Herr Georg-Berndt Oschatz, said he believed half the 6,000 videos currently available were harmful to children. Lower Saxony has issued a brochure providing guidelines for parents, teachers and youth workers on how to cope with the video boom.

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Patricia Rowan finds that Hungary's 14-plus choice leads to skills for the boys and prestige for the girls

A suitable job for a woman?

Hungary's selective secondary school system is a constant source of amazement to visitors from the West, but in fact the differentiation and sexism built into the 14-plus divide has a neat sort of symmetry to it.

Girls are in the overwhelming majority in the grammar schools, where a four-year course is still the main route to university and the intellectual professions - which carry social prestige but very low pay.

Boys dominate the vocational schools, where they spend three years learning a skilled trade - the only way to command a high salary, even if there is no chance to sit the certificate of *matura* (the A level equivalent).

The technical schools, the other strand of the tripartite system, are regarded as a compromise. They run a 14-18 course leading to the *matura* like the grammar schools, plus a specialized training for a trade or profession, and it is the outcome which determines whether boys or girls predominate.

Since nursing or a bureaucratic job in foreign trade is nowhere near as well-paid as carpentry, motor mechanics or TV engineering, most technical schools find it difficult to compete with the vocational schools for a fair share of boys.

All this helps to ensure that the places in the most desirable vocational schools are highly sought after by all classes of parents (if only for their sons) and these schools often enjoy something like equivalent status with the grammar schools. And this seems to have come about, not through any communist egalitarianism, but by the workings of Hungary's mixed economy - in particular, the overwhelming need for skilled labour.

This has not just meant that the law of supply and demand was allowed to push up wages for scarce skills, but that manpower planning targets govern the number of pupils allowed each year into particular vocational schools.

The fact that Hungary has just as much difficulty as other countries in getting its manpower forecasts right does not affect the system. If a factory finds that it doesn't, after all, need the number of carpenters it said it would three years ago, it has to take them anyway, or miss out next time round.

It is worth noting, however, that it does not prove so easy to guarantee employment for those with professional qualifications, although in theory manpower planning has also played a role in the education leading to them. Young people just emerging as architects or civil engineers, for example, are currently despondent about employment prospects - presumably due to the postponement of major building or rebuilding projects, long-planned but still awaiting finance. They will probably get jobs, but in lower status slots than their chosen professions - 30 to 40 per cent of graduates do work below their training.

What does follow, however, from the combined impact on secondary school numbers of manpower planning and competition for the best paid jobs is that, although there is nominally free choice between the different second-



Secondary choice - parents have the bigger influence

dary streams after eight years of compulsory primary schooling, in practice there is also competition for places in the most sought-after schools. Inevitably, that leads to some measure of selection.

In theory, it is a process of self-selection, with the greatest influence on choice lying inevitably with the parents, however hard the primary head tries to modify it with advice on a child's suitability for an academic curriculum, or work with the hands. (For example, the primary school we visited was in the neighbourhood of the prestigious Technological University, so that many of the children came from intellectual families, and nearly a third had at least one parent teaching at the

university. Sixty five per cent of the children at that primary regularly transfer to grammar schools, 20 per cent to technical schools, and only 10 per cent to a vocational school. That compares with the national averages of 20, 26 and 44 per cent respectively.)

Where demand exceeds the number of places, however, parental aspirations have to be set more strictly against primary school assessment as well as professional forecasts, and the secondary schools may in addition set their own tests or interviews.

For example, at the show-place vocational school for the wood industry, where they get around 700 applications for 450 places, they sift out 5-7 per cent with a medical to judge suitability for carpentry work, then whittle down the numbers further in interviews. There are never more than 30-35 girls at the school. The director, Mr Gyorgy Balazs, believes quite firmly that carpentry is not a profession for girls. They might be all right for inlays (a much-loved national furniture style) but really they just didn't have the ability.

It was rather different at the grammar school next day. Rebuilt on the site of an historic establishment for young ladies, Veress Pálne has been coeducational since 1960, but 70 per cent of the students are still girls. They get 2½ per cent more applicants than vacancies, and make their choice according to results in the main subjects during the last year in primary school.

But if they have to choose between a girl and a boy with equal achievement, they pick the boy, as the headteacher, Mrs Laszlo Szabo, freely admitted.

Since there were only two boys in the group of 15 we joined in an English lesson (and one of those made all the running) you could see her point, however ideologically unsound. Mrs Szabo made a point we heard over and over again in Hungarian schools: the girls are hard-working, industrious,

but the boys have more imagination and ideas. In fact, all the classes we visited were well-ordered and industrious to Western eyes and, however lively the participation, nobody spoke without putting a hand up first. For school-children, the manners and discipline of the Austro-Hungarian Empire still live.

The Janos Hunfalvy is a technical school specializing in economics and foreign trade, and is pretty desirable of its kind, since it can lead to an economics degree, or via business studies to an office job in foreign trade, an expanding sector of the economy and good for second jobs as well as the main wage-earning occupation.

So they score 105 boys out of 683 pupils (some similar schools have no boys at all), and in the entrance exam which they are allowed by law to set for selection where applicants exceed places by 150 per cent, skew the results slightly in favour of boys for entry to the special class for foreign trade (more fashionable than domestic trade).

It might be said, then, that the Hungarians have found their own pragmatic way of making a system of differentiation at 14 work, allowing students the choice that many believe they should have in this country at around that age, between the academic work that only suits a minority on the way to university and the professions, and the skills training that will lead to satisfying jobs for the rest.

But of course, there are major snags. For the young people themselves the main stumbling block is that they have to make an almost irrevocable decision about future career before they are 14. Nearly all those students we spoke to in the classes we visited, as well as their teachers, believed that they had had to make that choice too early, and some were already regretting it one or two years into secondary school.

At the vocational school, boys with parents in the professions had chosen carpentry because of the salary prospects, but were having to study for their certificate of *matura* at evening classes because they felt it essential to social prestige. Even when the Education Minister's planned reforms (TES, December 21) eventually make that unnecessary, they will still have their early choice to make.

From the point of view of the country as a whole, the less predictable result of this selective specialization has been what they call the "feminization" of the intellectual professions.

Medicine and the law are now almost as dominated by women as is teaching, to the extent that a majority of judges are now young women. Dr Bela Kopecky, the Education Minister, as I reported earlier, is hoping to raise the prestige of the teaching profession by putting up pay, and it may be that eventually the other professions will follow suit. Could it be that they will then no longer be considered suitable jobs for women?



Chasing after a chimera

Sir - The special feature on religious education (TES, December 14) contained some excellent articles, in particular those by Mary Hayward and Owen Cole; the former arguing cogently for the role RE might play in equipping children to live among many faiths and value systems and the latter urging teachers to approach each faith through its own criteria of self-definition.

These are, of course, laudable aims. When these writers talk of "empathy" however, they inevitably move into that twilight zone of lofty sounding aims, which upon analysis, turn out to have precious little substance. How realistic an aim is empathy?

Consider the pressures and limitations which the average RE teacher is working under. Most RE teachers are required to cover five or six world religions (in our multi-faith society it could hardly be otherwise), yet are

given one or two periods per week in which to do it.

Usually even this only holds true for the first three secondary years, after which pupils will move on to discuss social responsibility or some similar topic. Inevitably, the coverage of any religious tradition is sketchy, even with regard to plain knowledge of the facts. Confusion is, understandably, not uncommon (I often have children telling me that Jews pray facing Mecca).

Given this situation, it is realistic to speak of "standing in another's shoes" (Hayward) or "stepping into the world view of the religion we are studying" (Cole)? Owen Cole argues that teachers of history or geography do precisely this. True. But in RE the empathy he is seeking is necessarily of a different order.

Literature, the cinema and television have all presented life in different times and places so vividly that of

course small children can adopt the roles of cowboys, GIs or Julius Caesar; they do it every day in the playground. But that is a far cry from empathizing with people living in a different religious culture. It would probably be asking a lot of people living in different expressions of the same religious culture to empathize completely with each other.

Hayward and Cole have given some excellent directives to teachers. But it really is time we discarded empathy as an aim for RE. Empathy might take place now and then in the highly personal experience of a sensitive individual, but to state it as an aim is to send teachers chasing a chimera.

(Rabbi) ARYE FORTA
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Poetry matters

Sir - In Comment (TES, December 28) you ask: "To whom apart from literary journalists desperate for copy does the appointment of a new Post Laureate matter?" If the question was not merely rhetorical we should value the opportunity to reply.

Isn't it about time we stopped announcing that poetry has died? Isn't it time we acknowledged the importance it has in people's lives and reported accurately the boom that it is having in all its forms? Shakespeare wrote verse and his works bring "Sold out" notices to the doors of our theatres.

Children enjoy poetry, a recent language project discovered that infants will learn readily from words that rhyme and that rhymes are of value in the nursery. Faber and Faber has found it profitable to reissue a fine list of contemporary poets; and its recent poetry tour by Seamus Heaney and Craig Raine reading their work rapidly sold out.

It is intriguing to learn that poetry can no longer be described as the antenae of the race; it might be truer to say that new technologies in their increasingly expensive, elitist and iso-

lating areas are moving to the margins of social discourse and that poets, writers and painters are now more than ever in touch with the race.

Poetry at its best challenges the reader in a few direct lines with the most terrible and the most beautiful aspects of humanity. Read Ted Hughes' "Wind" or Vernon Scandell's "The Murder" to a group of youngsters and just listen to the philosophical dialogue the poems will initiate. People find meaning and messages of comfort as well as challenge in verse.

We suggest that the appointment of a Post Laureate matters a lot to a lot of people. It is better to honour a poet than to ignore him. If the antique poet draws more to Hughes' verse, his humour, his menagerie and his toughness, the public post will thereby have served the public as well as the poet.

Czeslaw Milosz in the Charles Eliot Norton Lectures at Harvard, *The Witness of Poetry*, suggests that poets, perhaps uniquely, bring 20th century man hope: "... man constructs poetry out of the remnants found in ruins".

SUE HOUSEGO
BRIAN WILKS
8 Victoria Terrace
Leeds

Gifts ignored

Sir - I searched *The TES* in vain to find one mention of very able (IQ, 140-plus) placed in the category of "children with special needs". This term seems to be linked with many types of children who have various learning problems, (handicapped, ESN, emotional) and does not back up the letter I received from the Department of Education and Science which says: "It should be remembered that it is not only the ablest pupils who have learning difficulties, the least able and the handicapped also require special help".

I don't think the able child, has had the chance to be remembered, and looking through the many posts advertised in the special education sections, the least able will never be overlooked.

To someone who is concerned with the welfare of the very able child, it was very sad to look through *The TES* in the hope of finding some support of the views expressed by the DES and then find nothing.

Perhaps Sue Newton and Barry Newnham were referring to them in a roundabout way in their comments on effort grading (TES, November 30). How many parents of very able children have heard their child described as "lazy and inattentive but having



Bob Dylan... summed it up great potential if they would only work harder?" Hands up those teachers who have written that remark on a pupil's report and yet haven't questioned their own teaching abilities.

As far as the very able (gifted) are concerned, Bob Dylan encapsulated the situation back in the sixties when he said: "Teachers teach, while knowledge waits".

MARGARET MANTON
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Bolton

Writing on the wall

Sir - I read with great interest Richard Garner's article on Service Children's Education Authority schools (TES, December 21). I too was created a lieutenant-colonel for a week, in 1979, and visited schools in West Germany lecturing on the organization and management of school libraries. I formed similar favourable impressions. However, what struck me terribly, and is not mentioned by Mr Garner,

was the complete absence in corridors etc. of graffiti and litter, which are features of so many English schools. Scottish schools are better; I have never been in a Welsh school.

Litter and graffiti are significant reflections of attitudes in a school, not only of caretaker efficiency.

CECILIA GORDON
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Pension anomaly

Sir - Through the courtesy of your columns, teachers might like to be made aware of the dangers of applying for and obtaining posts outside i.e.a.s., especially those classroom teachers and headteachers with foresight, intelligence and ideas which might further the curriculum of those comprehensive pupils at the lower end of the ability range at the LESE; in short, the majority of pupils.

In 1967 I was the successful head of a Group 6 Secondary Modern School in Rawtenstall, Lancashire. As I was keen to develop the curriculum of those not taking GCE, I helped to develop various ideas in work experience and other areas.

My work soon attracted the attention of Lancashire education inspectors and University of Manchester education lecturers. Simple. Most overseas parents send their children to independent schools in Britain to have

Polishing school

Sir - Happily retired after countless years as a teacher and education officer, I thought I'd seen it all: activity method, projects, team teaching, the comprehensive system, middle schools, integrated day, mixed ability, the less-able child, dyslexia, etc. etc. etc.

But no. Here we go again. "The multicultural approach to education". Doesn't it have a fine ring. It beats the project method which was all the vogue when I swapped my quartet of Browning 303's for a box of chalks.

Let me try to save Dr Ellis Cashmore and Mr Carl Bagley a few hours of academic debate by explaining to them why "many independent schools are completely out of step with the multicultural approach adopted by most local authorities". Simple. Most overseas parents send their children to independent schools in Britain to have

them well and truly Anglicized because they realize the economic value in the world at large of a polished English accent and mastery of either the arts or sciences. The demands of the Hong Kong or Lagos chambers of commerce are light years away from those of the metropolitan boroughs.

I've just had the pleasure of writing and directing a musical history of a girls' public school - one of the little perks of retirement. One of the items included a ballet depicting the coming of war in the East, and was danced by Chinese girls, choreographed by a Japanese girl and dressed by an African. A nice little exercise in multicultural education, but, by golly, O and A level mocks took precedence.

DAVID BEACH
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Somerset

Sin of omission

Sir - Please allow me to correct an inaccuracy in your front page article entitled "Pay claim industrial action could land unions in court" (TES, December 29).

You state: "The threat of legal action is unlikely to trouble the smaller teachers' organizations, however, as the Assistant Masters and Mistresses Association is the only one to have taken industrial action..." Such reporting betrays an astounding ignorance by *The TES* concerning "smaller" teachers' organizations.

Is not *The TES* aware of the existence of Undeb Cenedlaethol Athrawon Cymru (The National Association of the Teachers of Wales)? Does *The TES* not realize that UCAC has frequently employed industrial action in pursuit of pay claims, including the 1984 pay claim?

RHYS WYN PARRI
(Secretary of the Gwynedd Region of UCAC)
5 Ty'n Llan
Dinas
Llanwnda
Caernarfon

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Sun seekers add to the shortage problems

UNITED STATES

America has entered the New Year with a shortage of teachers. Nationally, the numbers of vacancies is 28 per cent higher than last year at 19,368, and in the Mid-West it has shot up by 34 per cent.

The shortage has been caused by rising birthrates and a fall in the numbers applying for teacher-training. A shift of population to the sun-belt states has contributed to the problem.

The increase in vacancies is common to all fields of education and almost everywhere, but it is especially marked in elementary and secondary education. The number of jobs to be filled in elementary schools has increased by 32 per cent in 12 months, and in Iowa alone language vacancies in high schools jumped from 203 last year to 348 this year.

Meanwhile, although 6.8 million jobs have been created in the United States since 1982, the youth unemployment problem has worsened, especially among black teenagers. Over the

same period there has been a net loss of 50,000 teenage jobs. The latest youth unemployment figures show that the jobless rate for 16 to 19-year-olds is 17.5 per cent, but this conceals a wide difference between the races. For whites in this age group the figure is 14.9 per cent, but black unemployment is running at 40.8 per cent.

Mr Frank Slobig, director of the Roosevelt Centennial Youth Project, said this week that the figures made rumours true in education and training programmes next year "unconscionable". President Reagan is considering proposals to eliminate the Job Corps and to freeze most other vocational education programmes.

A spokesman for the Labour Department, Mr Steve McManus, claimed that the Reagan Administration had taken positive steps by implementing the Job Training Partnership Act. Long-term job growth, he added, depended on continued economic expansion and the need for young people to take education seriously.

BILL NORRIS

Botswana in urgent plea for staff

An urgent appeal has gone out for British teachers to consider taking up posts in the African state of Botswana.

In the past four years, says the British Council, just over 100 have been sent from Britain under its Teachers for Botswana scheme. But many more will be needed if the intermediate schools in Botswana are to be staffed with professionally-trained teachers.

Regular secondary education began in Botswana in 1947 when classes were established at St Joseph's College, Kanye. At independence in 1966 nine schools served the whole country. Since then there has been steady expansion.

Botswana now has 23 government and mission-aided schools and 32 community schools. By 1992 it is anticipated there will be some 130 community intermediate schools and all children who complete primary school will have access to two years of secondary education.

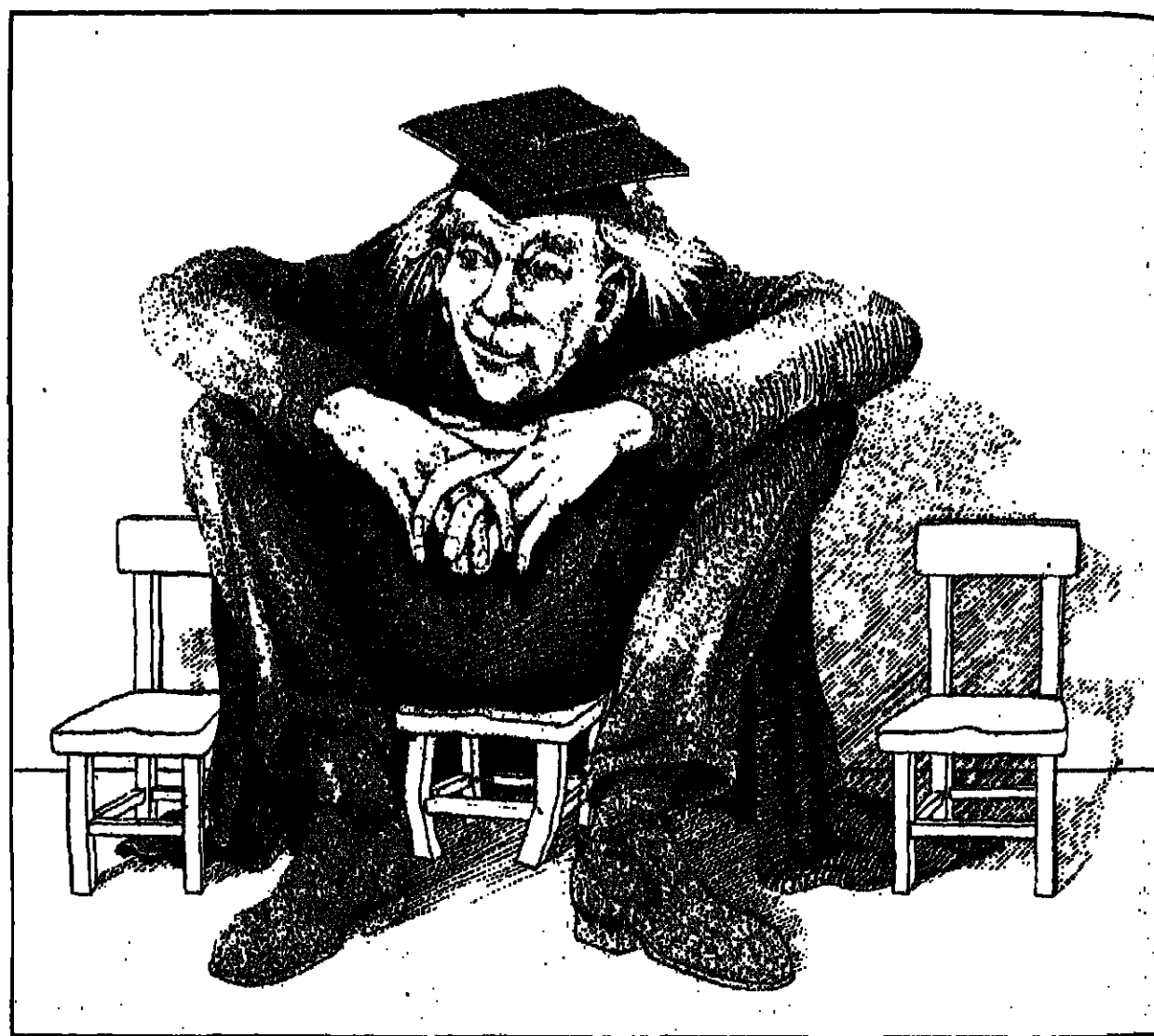
However, what struck me terribly, and is not mentioned by Mr Garner,

Young Children Learning by B Tizard and M Hughes, is published by Fontana, *Changed Lives* by J Berrueta-Clement, L Schweinhart, S Barnett, A Epstein and D Weikart is published by High Scope Press and distributed in the UK by the National Children's Bureau.

Teaching down a peg or two

With a surfeit of staff in secondary schools and a growing need for primary teachers, many may have to swap senior schools for jobs in the juniors. In doing so they have to contend not only with feelings of rejection arising out of redeployment but also with subjects like reading and mathematics that they were never prepared to teach.

Julia Hagedorn talks to some surplus secondary teachers who have already made the move and (right) looks at the parallel shift teacher trainers are expected to make.



This time last year, David Watson was teaching history at Heathland comprehensive in the London Borough of Hounslow. He never dreamed that by the next autumn term he would be a classroom teacher of top juniors at a nearby primary school. He had heard about falling rolls in the secondary sector and the need to reduce staffing, but never gave it much thought.

Word went round that the history department was overstaffed but he was unprepared for what might happen. It was not until the end of May that vacancies in the borough were finally sorted out and he was told that he had no option but to transfer to the primary sector.

It came as a bombshell: "It affects your opinion of yourself. Teaching knocks enough out of you as it is without your employer coming round and saying that through no fault of your own, you've now got to transfer."

After visiting several schools willing to have secondary trained teachers, he chose Hogarth junior school in Chiswick because the school is organized into lower and upper juniors, each with three classes vertically grouped under a team leader. David felt that this would be a supportive structure since there would be weekly meetings to coordinate activities.

He sat in on one of the classes during the summer term for half a day, and he accompanied the third and fourth years on a day trip.

The summer holidays found him worrying about re-establishing himself with yet another set of children and colleagues he had only been teaching for two years since leaving college and extremely nervous about tackling maths which he had not thought about since O level.

On his first day his biggest problem, he said, "was thinking how to fill a whole day teaching the same children." Although he had prepared himself for the difference in ability, he was surprised at how slowly some of the children worked and how little they did. "I wonder if it is because they have no pressure: no deadline. We ought perhaps to instill some form of urgency."

He found primary school much more exhausting. "In the secondary school, it's still quite formal - if not chalk and talk. After your spiel, you can sit down. Here, they are working in groups and pairs and I am for ever wandering around. The continual attention that is needed is tiring."

"And you are faced with such a great range of ability that to keep them all occupied at different levels and activities is exhausting. They all start and stop at different times and I am worried that some of them miss out on parts of the day

altogether."

He is surprised at how much primary teachers are left to their own devices, unlike his secondary school where his syllabus was determined by the department. It is obvious that he feels most insecure in maths, but he is also worried about English and says he has only heard the children read twice in five weeks because "I'm not sure what I'm actually listening for."

His colleagues have told him that he is doing a good job but he feels that, because he has been a secondary teacher, they overestimate his abilities and how well he can cope.

He has had to make a big adjustment to the emotional difference he finds in primary children. "Secondary kids are much more predictable in their reactions to events and circumstances. These children will do a brilliant piece of work one moment and then the next they will be thumping someone in the class."

It is early days for David and he has obviously felt slightly abandoned, even though Hounslow's policy on transferring teachers from secondary to

'Primary school is much more exhausting'

primary schools is to put them on the same timetable as probationary teachers with half a day off a week for in-service work, and a nominated professional tutor.

A visit to Syon House as part of a project on transport had nevertheless filled him with enthusiasm. "I was suddenly involved with the children - working with them, helping them - and it really made me feel everything was OK. It cheered me up. Showed me that I am getting to know the children. I do like the idea that I teach all subjects and I do find it challenging and rewarding at times, even maths. There are so many different ways to do it."

Lynsey Smith taught geography and remedial English for 11 to 18-year-olds and when, like David Watson, she was called in to the head's study without any warning at Easter and told that she was going to be redeployed to a primary school "it came as a bit of shock."

Having thought about it, she decided to be positive: "I wanted a change anyway because I had been four years in that school and there were no promotion prospects. I was lucky. I had a humanities adviser who was excellent and who pointed me in the right direction." She managed to get a half-day release once a week from her

school in the summer term and used it to visit the school where she was to teach nine and ten-year-olds, Southville junior school in Feltham. She also took all the text books she could find away with her for the summer holidays. She spent four weeks working out programmes in every subject for all levels of ability.

"I was very nervous the week before I started but the first day was successful. I thought 'I can cope'. The first two weeks of term is pretty chaotic anyway and I had topics prepared. That helped a lot."

She has found the staff at her school extremely supportive and is obviously not worried about asking their help. "They know that you are a teacher but they don't mind you asking questions. But it does depend on you. You have to pester them when you need to know something because it's the only way you're going to find out how something is done. If you have to make appointments to see people in your own time, then you must do it that way."

To a certain extent, her specialist subjects are ones that transfer more easily than some to the primary area. But she stressed it is the person's attitude that is all important: "I'm much happier as a person. It's the best thing that's happened to me as a teacher. I like the variety of subjects I teach, and I like the flexibility of the primary day."

"At the moment the only thing I dislike is playground duty! It's always raining, and it's cold. It's nothing against you personally if you've got to transfer. But you can't be negative or the job will be appalling."

Denise Pyke taught PE for 20 years in comprehensive schools and further education colleges before volunteering to move to a primary school as one of the four teachers in Hounslow who would have to be transferred. She landed up in September at Wellington primary school where another secondary PE teacher had already been teaching for a year.

Both she and Michael Heath feel that management of a primary classroom is probably easier for PE teachers to adapt to because they are used to handling children on the move. They pointed out that you have to keep track of PE equipment, footballs and marking cones in much the same way as in the primary classroom you have to organize scissors, crayons, books, pencils and paints.

Her main problem has been a feeling of insecurity - wondering if her seven-year-olds are missing out because they do not have an experienced teacher. She would like more official direction, especially in maths, and Michael would agree. He said: "You've got to be a good teacher

to the individual but I don't feel I've the experience to know what each individual needs."

Michael has the advantage this year of attending various courses in the evening. They are both rather surprised that scale posts in the junior school do not carry the responsibility for calling meetings on the curriculum and helping staff with their difficulties.

Both enjoy the relationships they can build with their pupils, unlike in the secondary school where a teacher sees the same class once, or possibly twice, a week. They agree, surprisingly, that control of the children is more difficult at primary level. "Secondary school sarcasm doesn't work", she said. "You have to tell each child individually at least three times a day. I've lost my temper more times in the last five weeks than in the last ten years."

But they agree that such disobedience is not malicious at this age. Michael said: "You get total support and enthusiasm from them and that can carry you through anything." He added: "In the secondary school, you are scared to experiment because if it flops you are a failure with the children. You don't dare show any weakness. But at this age, they don't mind."

More and more teachers have to make the move, even if temporarily, from the secondary to the primary sector. Peter Smith, primary adviser for Hounslow, agrees that in his own authority these four are pioneers. He is convinced that teachers should be well prepared and would

'I've lost my temper more in five weeks than the last ten years'

ideally like to run a course before they take up their new posts, with follow-up courses afterwards. But for councils walking the tightrope between tightrope, teacher numbers are often only finally decided just before the summer term. This leaves little time, to plan for the next academic year.

Mr Smith said that the Hounslow secondary transfers have been well received in their primary schools, however, and "despite growing pains of different degrees, I am confident that they are going to survive."

But David Watson warned: "I wouldn't recommend anyone doing it just for the sake of keeping a job. It's not fair on the children; the staff, or yourself because unless you are a very special person, you're never going to be a

Who will retrain the trainers?

Teacher training is going through a major upheaval. Primary student teacher numbers have to expand by about 50 per cent to reach 8,600 by 1985 from a figure of 5,700 in 1981. During the same period, the intake to secondary courses will have to drop by about a third to reach 8,650.

So many teacher trainers will be moved from the secondary to the primary field with little or no experience of teaching at the primary level, and possibly little understanding of primary philosophy and practice.

Research from the University of Lancaster which looked at the 777 staff in 17 teacher training institutions found that very few teacher trainers - in some places not one - have recent teaching experience. And, because of the increasing emphasis on an academic, professional degree (the BEd), recent recruitment has favoured secondary rather than primary trained people since they are more likely to have the academic qualifications demanded.

In the Lancaster survey, 82 per cent of teaching staff had experience only of teaching in the secondary sector. Of those teaching in the BEd infant course, 69 per cent had no experience of teaching in infant schools. Half those teaching on BEd junior courses have never taught in a junior school.

Not surprisingly, both the DES and HMI have expressed concern about the lack of recent classroom experience among tutors, and this would have been a problem even without the massive primary expansion now taking place. At Roehampton College of Higher Education, where teacher training is now only a third of the college's preoccupation, for example, only two of

designed for tutors who have been involved in secondary teacher training and are making the changeover to primary. It can be held for one, two or three terms and the exact content will vary according to the needs of the fellow.

Michael Preston has visited over 30 training colleges and universities during the last two years to advise on the sort of IT/Inset possibilities that exist. He says that the subject of retraining is constantly brought up: senior staff seem unable to accept the imminent change, or unable to communicate it to their staff. He says that there is a lot of fear around, and a lack of knowledge about how to overcome the problem of staff development.

"There are ways and ways of getting into the primary school", he pointed out. "It is too easy to fall into the role of judge and inspector rather than participant. It should not be about a cup of tea with the head and a peep into a classroom."

He gave the example of a secondary specialist from Derbyshire College who worked with ten-year-olds in a local school alongside four BEd students on a science project that the school's own teachers felt unable to tackle. The tutor thus gained firsthand experience of working in a primary school while at the same time solving some of the school's curricular needs.

At West Sussex Institute, Michael set up a training programme which involved BEd students working alongside tutors in primary schools who had no experience of that age range. Obviously, the division between teacher and taught all but disappears in these kinds of programmes.

Vivienne Little held one of the fellowships at the Centre as part of her sabbatical from Warwick University's School of Education, insisted on by

'Half those teaching BEd junior courses have never taught in a junior school'

the 250 staff have been primary teachers.

Christopher Jarman, Roehampton's in-service coordinator, said: "There is a dreadful lack of recent and relevant experience in schools among teacher trainers due to age, career structure and shrinkage of prospects." Like many other institutions, it is trying to rectify this by getting lecturers into schools and teachers into the college.

As yet, there have been no DES-organized courses to retrain the trainers. But one course organized by the National Association for Primary Education was so well received that it is planning to hold another one next Easter.

West Midlands College of Higher Education sent seven lecturers on the NAPE course. Last year, for the first time, its BEd intake was 100 per cent primary.

Its PGCE course is now 40 per cent primary - and rising. It used to be ten per cent. The college has also lost three BA courses. Obviously, staff in subject departments have been finding their timetables considerably lighter and, in some cases, have been made redundant.

Michael Pegg, head of educational studies, said that over the last two years the college had tried to bridge the gap between primary and secondary experience. Appointments have been made directly from schools and lecturers had been going into schools on one term or day release. An in-house course with workshops run by local primary teachers was held once a week.

"It is not my experience anyway that college lecturers have sat around in college and never been in contact with children. I might be wrong but I don't think so," he said.

West Midlands, like many other institutions, is also involved with IT/Inset "to get tutors into the classroom in a guarded and careful way" as Michael Pegg said. Or "to help tutors gain entry into the primary classroom with honour," as Michael Preston put it.

He is tutor at the Centre for Evaluation and Development in Teacher Education where IT/Inset all started as a DES-financed research project. IT/Inset is the combination of in-service with initial training that brings together teacher, tutor and students in a classroom.

Michael Preston is worried about the quality of much retraining. He said: "The problem is not solely concerned in my view with retraining tutors for a different age phase - that suggests a mechanistic approach which is doomed to failure - but in attempting to bring about a change in professional attitude."

"There is a dire need for a structured thoughtful programme of staff development in all teacher training establishments."

The Centre runs a fellowship scheme specially

her when she made the voluntary change from specialist history teaching to tutor in the Education Department solely concerned with the primary age range.

The programme of "retraining" that she mapped out for herself included an extensive reading list, membership of primary associations and attendance at their conferences, bombarding colleagues and teachers with questions about primary school practice and organization, a term on school attachment - and the fellowship. She called this period refreshing and challenging.

"It gave me confidence to take a new direction, and laid foundations upon which I built, as I learn alongside my students."

There was no substitute for years of primary teaching, but, she points out, there were fundamental skills which transfer across the age range. "It is not only a question of school experience. It is also about how to judge competence and how to help students. I do believe that you need years in a primary school but there are other factors. And it is different for secondary trainers because, given their experience, it is reasonable to assume that they should be able to make a stab at it."

Robin Alexander, lecturer at the University of Leeds, expressed much the same sentiments when writing about the new proposals. "Primary teaching and primary teacher training, though linked in obvious ways, are in other respects vastly different activities: teaching young children is not at all the same as training young adults to teach them. It is not valid to judge the present competence of the teacher educator solely in terms of his previous experience in school."

Vivienne Little added: "It would be very inappropriate and a credibility problem for students and teachers if one attempted the job I do without being able to say I had some primary teaching experience."

But, she feels, good teaching - at whatever level - should be concerned with the whole child and that a secondary trained subject specialist can relate a specialism to the primary curriculum.

There is a lot of good will among those making the changeover. For many, after years in the same job, it is a chance to start afresh and an invigorating challenge. But it is not easy to arrange timetables so that tutors can get into schools and teachers into colleges. Vivienne feels that ultimately these initiatives will have to come from the I.e.a.

But how many of these see teacher training as a priority among all their other priorities? In the final analysis, this will have to be sorted out nationally, if the demands at present being placed on teacher trainers are to be met.



Don't call us...

In another of her dispatches from the school office, Elizabeth West comes up with an idea to save time and money

Our last telephone bill was nearly £40 more than the bill of the previous quarter, and the I.e.a. didn't like it at all. They sent us a copy of the bill with the amount circled in red and with a note attached, pointing out that we appeared to have made an excessive number of calls and would we please economize in future. The note was a photocopy, so presumably we weren't the only school to receive such an admonition, but the telephone sits upon my desk (with just one extension to the head) I take it that the wagging finger was directed towards me.

I reflected for a while upon the impossibility of keeping tabs on the use of my telephone - how many members of staff sneak in after school or during my lunch hour to make urgent calls to their building society or the gas board? - and came to the brilliant conclusion that it would be better if the school didn't possess a telephone. The more I thought about it, the more the idea appealed. Why do we need a telephone? The public telephone kiosk outside the school could be used in cases of emergency and all school business could be dealt with by correspondence. I don't particularly wish to speak to the I.e.a. and if they want to contact us (to question the accuracy of our milk return, or staff absence sheet, for example) they can do the decent thing and write to us - thus saving money, and giving me longer to think up an answer.

Needless to say, nobody else took my question seriously (although the head could see a few advantages in being unavailable by phone) but I know in fact that if the school were to be disconnected from the services of British Telecom the biggest howl of terror would come from parents - particularly those with complicated domestic arrangements.

Take last Friday, for example. I was all set to make a quick get-away on the sounding of the end-of-school bell, when the telephone rang. It was Mrs X again; and her car had broken down again. "I'm ringing from Wells", she wailed, "and I can't get to school in time to pick up the children. Felicity is going to Lucy's party, but Jeremy will be waiting for me and I also promised Mrs Fanshawe that I'd pick up the twins. Jeremy could go to Lucy's party, but I don't know what to do about the twins; perhaps they could wait at Records with Felicity - but I haven't got Mrs Fanshawe's work telephone number, so would you be a dear...?" By the time I had sorted that lot out I knew that I had missed my bus.

I am certainly in sympathy with the I.e.a.'s desire to save money, and I don't think that my idea of telephone-less schools is any more inconvenient (for the school) than its recent idea of dispensing with "functional non-teaching space". It has been decided that great savings could be made if each school were to be asked to shut off one room which isn't being used for teaching purposes. The radiators are to be turned off and the cleaner forbidden to enter.

Someone has apparently calculated that the savings in fuel bills alone could save the I.e.a. several thousand pounds, but of course the real economy would be realized by each cleaner having her wages docked by a number of pounds to equal the square footage she is no longer obliged to clean. For a while I was fearful of losing the use of a little room, where I keep the duplicators, useful empty boxes, the school's musical instruments, and unlabeled lost property, and I knew it would be useless to point out that the radiators didn't work there anyway and the cleaner never went near the place.

However, the room has been saved by the arrival of our computer, which has been installed in a few square feet of space between the duplicator and the stationery cupboard. The room now most certainly qualifies as "functional teaching space". The children have taken to the computer with knowledgeable enthusiasm and spend much of their time patiently explaining to the staff how it works.

But I don't think the I.e.a. realizes just how useful these odd little areas of "functional non-teaching space" are to schools who have to accommodate visiting remedial teachers, psychologists, peripatetic music teachers, welfare officers and such like - all of whom require a little room to themselves. At our school we manage quite nicely - thanks to the good humour of all concerned. Our medical room serves also as a cookery classroom (and Nurse is very good about removing trays of cooling jam tarts before the medical inspection), the violin teacher uses the reading room (when not in use by the remedial teacher) and the audiometrist doesn't mind where she works so long as we can find her a quiet corner.

But sometimes we have difficulties. Yesterday I forgot that the education welfare officer had an appointment with a free-meal-seeking mum and they wanted a private room for a discreet conversation. I knew that a class was in session in the computer room, the brass teacher occupied the reading room and a helpful mum was taking a group of children for sewing in the staff room.

The three of us wandered around the school looking for an unoccupied corner, but without success. If it hadn't been pelting with rain at the time a couple of chairs in the playground would have sufficed, but as things turned out we ended up back at the office with the two of them staring at me expectantly.

Of course, they could use the office. But I knew that this mum knew that I knew that she was doing very nicely thank-you out of a boyfriend who paid for her holidays in the United States, her weekends in London and her use of a Volvo car. She certainly wouldn't want me sitting there in the office listening to her pleading poverty to the EWO. So I packed up my things, switched the phone through to the head and decided I would spend the last 20 minutes of the day gossiping with her.

But once again I was thwarted. There was a very tearful member of staff in her office. An intense emotional situation was obviously being investigated and my presence was not wanted. I stood in the hall for a while, watching the rain cascade off the end of the cycle shed, and then I did what any other sensible school secretary would have done. I went home.

I understand that during the next 15 minutes the head had difficulties tracing Joseph's dad to ensure that a dental appointment was kept because Mum was delayed at a works committee meeting and couldn't leave, and also that Samantha's lift couldn't pick her up and could be told to go home with Lydia, but that Lydia had already arranged to go swimming straight from school, and what with one thing and another the head missed her appointment at the hairdresser, and didn't get home in time to hear Ewensong on Radio 3 which she particularly wanted to record because her best friend was playing the organ.

I may get rid of that telephone yet.

Elizabeth West is a school secretary in a West Country primary school. Her book on school life, as seen from the office (Suffert Little Children, Corgi Books, £1.75) will be published next week.

Committed profession

PETER HAWKSWORTH

The leaders of teachers' unions are increasingly distancing themselves from the rank and file and from each other. This is now a deep-seated problem within the teaching profession and we increasingly observe union members of all persuasions bitterly scoring points off their own colleagues who are often led to adopt intractable positions from which they cannot extricate themselves.

This is no more clearly demonstrated than in the recent National Union of Teachers' move to withdraw from the restructuring talks, apparently even unable to negotiate an initial package offered by the employers. Should they alone be able to sabotage three years' work and will they be allowed to by the other unions and their employers?

The main stumbling blocks appear to be the principle of assessment and lunchtime supervision, both of which are still negotiable. All the other proposals are to some extent carried out by the majority of teachers as part of their normal day now.

Most teachers even give up their own time at lunch breaks and after normal school hours on a regular basis, so why not formalize these arrangements? Almost all teachers attend parents' meetings during the year and attend courses, often at the weekend.

Is the real objection to these aspects of a contract that they are punitive measures that can be taken against our clients without incurring any degree of hardship on ourselves? Surely this argument is dead following the use of these powerful weapons during last year's pay round and, indeed, in the



preservation of Houghton which is 10 years old and merely of historic interest to the realists in the profession.

If we throw these "goodwill" gestures into a contract we may well find ourselves having to make real financial sacrifice in future industrial action which would actually highlight any future dispute in a more positive and committed way and force a degree of urgency into the hearts of our negotiators.

Assessment has to be part of a professional package. Can anyone seriously believe that our present system of promotion and staff development, if it exists, is a fair and sensible alternative in a contracting market? Would anyone expect to enter realms of industry and avoid regular assessment for virtually their entire career?

The move to objective assessment rather than the all-too-prevalent subjective opinion should be seized upon provided it is in the hands of competent assessors who are themselves made accountable and subject to regular reappraisal and updating. Good teachers have nothing to fear and indeed everything to gain from profes-

sional development of this kind. Assessment should not only seek to correct and counsel weaknesses but should also highlight strengths and skills which most teachers have in abundance.

Teachers must become confident, competent and committed to the raising of their public image. There will undoubtedly be casualties but we do the profession no service by accepting poor standards, protecting the inadequate and even defending the incompetent at whatever level. Standards must be raised, but from the top down. The recent criticism regarding the relevance, breadth and often out of date experience of some education department lecturers only highlights the problem.

The unions must realize that the lack of some sort of contract has provided the very loophole that the professionals in our midst have crawled through for years. The time for the Teaching Council to represent and determine standards for all teachers and protect us from present and future wranglings is long overdue.

For the time being I appeal to the union leaders to seek the opinions of their members before Sir Keith Joseph does. It is time to accept in principle the proposals of a new contract seeking to negotiate further the fine detail of implementation including a degree of comparative salary linking to guard against future erosion.

It would be a grave mistake for union leaders to attempt to push us into further and possibly more futile industrial chaos than that embarked upon so recently and from which we are still recovering. Indeed, they may well be unable to deliver such a package.

Failure to negotiate a professional contract could result in the ultimate imposition by Act of Parliament of a package far less attractive and flexible than the one at present on the table.

Peter Hawksworth is deputy head of Kirkby Stephen Comprehensive School, Cumbria.

Slow to change

SHIRLEY WIMHURST

I read the series of articles on the YTS (TES, November 23 to December 14) with interest and I agree with what has been written. But there has been no attempt to relate the training schemes to the educational processes which preceded them.

For 21 years, I have been involved in education—in teaching in primary and secondary schools, in research for NFER and at present with a mode B1 Youth Training Scheme. During this time, my concern has been for those who have learning difficulties.

Despite all the work that has been done, despite Plowden, Bullock and Warnock, there seems to have been little change in schools or attitudes towards the slow learners.

They spend their early years in large classes without enough help. Many spend their years in the secondary sector in special classes or bottom streams, segregated from the other pupils in the school and now at 16 the least able encouraged to join mode B1 training schemes as an alternative to unemployment.

All children can learn but some find it more difficult than others. These pupils need extra help but they will not benefit or develop if they are permanently segregated from their more able peers. Nor will they benefit from withdrawal in large or small groups if the work provided is a series of phonic exercises or boring, repetitive computation.

What is needed for these pupils is a rich environment, learning from the example of others, support and realistic systematic teaching throughout their school lives and perhaps beyond. Support teaching within mixed ability class was advocated many years ago but is rarely found.

Untrained trainers on Youth Training Schemes are struggling to overcome the problems which have been caused by an education system which generally is not providing adequately for the needs of the slow learners.

In theory, the Youth Training Schemes have been formed to provide training for employment. In practice, the trainers in mode B1 schemes are working with youngsters who lack confidence and motivation, who can barely read and write.

The Youth Training Schemes can only begin to do their job and train youngsters for employment when the education system starts to take note of Bullock and Warnock, comes to terms with the problems and takes steps to give the slow learners more support—and most of all, self-respect.

social adjustment is necessary, but in some way to help pupils with it.

After all, it does not apply only to Oxford entrants, who are simply an extreme form of the phenomenon. I knew a bright 18-year-old who could only stand 24 hours of a much less upmarket redbrick university, and fled the next day.

So much for the problems and failures during the experience. As for the sense of failure that may remain afterwards, I feel that this should be put in its context. What really did Mr Verrall expect—or, more importantly, what did he really want? Most of the undergraduates I knew well have become teachers or taken unexceptional jobs in industry or the civil service, a fate which surely befell a large number of graduates at that time as at any other.

My contemporaries at Oxford included, from the present political world, William Waldegrave, Edna Currie and Hilary Wainwright. Outstanding among many in the arts were Libby Purves, Diana Quirk and Emma Kirby.

I exchanged conversational small-change with many of these luminaries but they would not remember me! However, the fact that these people and others, and the talents with whom they worked and from whom they learned were in Oxford then, meant that there were stimulating political debates and a wealth of music and drama.

My three years at Oxford confirmed that interest in early music which has become my major spare-time occupation. The Oxford experience can have enduring long-term rewards. It is for this reason that I look for pupils to prepare for Oxbridge entrance, and I like to think, perhaps naively, that my talented, academically suited and hardworking Comprehensive school pupils have so far failed to pass the entrance examination because of the high standard required.

I say I like to think this. It is a nagging worry that other factors, least egalitarian, may be involved, and this kind of issue, rather than personal angst, to which I would prefer teachers to give attention—this whole business of the intellectual preparation and selection of candidates.

The issues raised by Mr Verrall (and by Frederick Raphael) may be real but they are also limited. Let us not lose sight of the wood for the trees.

Daphne Burgess is head of English at City of Portsmouth Girls' School, Portsmouth.

Oxbridge revisited

DAPHNE BURGESS

"Oxbridge Blues" (TES December 14) tells us far more about the author and the sub-Brideshead cum Glittering Prizes cultural ethos than the real problems of the relationship between Oxford and Cambridge and the state education system.

Maybe this seems too obvious to need pointing out. However, I dislike seeing fictional, incomplete or out-of-date images accepted for the real thing.

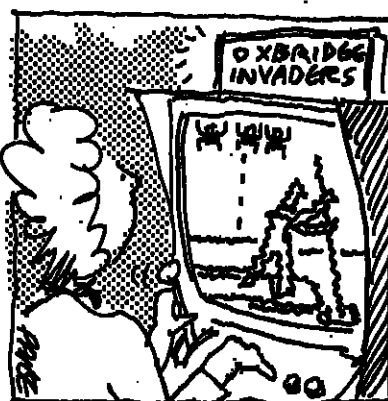
Although *Brideshead Revisited* abandons Oxford and its riotous undergraduate life after the first section of the novel, its image is intentionally pervasive in the rest of the book and in the minds of its audience. Frederick Raphael's concern with the social and emotional hang-ups of the upwardly mobile has only given more modern reinforcements to the image of high expectations and sour lack of fulfilment.

To go to Oxford or Cambridge for a degree is not and surely never was a social or financial promise for life. It is a process of continuing education, and despite many recent criticisms of the Oxbridge system, of which Mr Verrall's is only one, this tutorial system, with its favourable pupil-teacher ratio, the availability of a wide variety of lecturers and seminar groups, and the mere quantity of library provision is, as far as I can learn from talking to students and graduates of other universities, unsurpassed in this country.

Of course, there are bad lecturers—not just boring, but bad. Academics are not always good teachers. Many are, however, and during my three years at Oxford I was trained, encouraged and, yes, inspired—by the knowledge and critical judgment of a number of tutors.

In addition, there cannot be many universities where undergraduates can use the lecturers, as I did on occasion, to sample academics with a view to selecting them as further tutors—after the first year, we students had some measure of choice in the operation.

And if a tutorial relationship was not working, there was a personal tutor to refer to for advice. If this was not



always satisfactorily resolved, it was at least in part because those "inhibited tutorials", as Mr Verrall described them, were inhibited often because many undergraduates were gauche, diffident, and unprepared to handle many of the situations which faced them at this level of academic life.

Here we come to one of the important "bits". Mr Verrall was one of the 1930s guinea pigs, and he felt a "social half-case".

When I went to Oxford in the late 1960s there was a larger grammar school contingent, but many of those—especially from the small grammars without an academic tradition like my own school then—were ill-prepared for the experience. Perhaps in the movement which seemed then to be carrying us towards an apparently classless society there seemed less need to view the transition with the circumspection which might have arisen at another time.

So there was a great deal of social adjustment necessary—and I am not talking about extravagant lifestyle or mispronunciations. Many of us, straight from school and away from home for the first time, were thoroughly abashed by those with the superficial sophistication from an education that frequently included boarding, varied social intercourse with a large number of adults, and often a year out between school and college. All this added up to a miserable self-confidence.

It took some time for the rest of us to identify the nature of this problem and to tackle it. Some of us never did. I feel very strongly, therefore, that state schools in particular—and since the move to comprehensive education I believe that this is even more the case—should take the responsibility of preparing for this adjustment seriously, not simply to complain loudly that it

is not working, but to take steps to ensure that it does.

WORLD CLASS

Twenty five years ago world history was still a novel concept in schools, a history which was of the world seeming to pre-suppose another history which somehow wasn't. The real contrast, of course, is between the history of your own patch and the history of everybody else's. Comparing the number of world history books now on the market for schools with the number there were then demonstrates just how widely this global perspective has been adopted. Publishers say that it's now drawing away from the traditional British and European history in terms of sales for 16-plus, though the ever popular British social and economic history still runs it a good second.

Since this expansion of world history came from nothing in a couple of decades, there has been a pretty voracious demand for coursebooks. John Murray and Macmillan both noticed it when sales of what they'd initially regarded as books for the home study market were massively taken up by schools. *Success in Twentieth Century World Affairs* by Jack Watson, first published 10 years ago and now in a third, updated edition, was one of the first in the field with what Nick Perren of John Murray calls a "yesterday's newspaper view" of contemporary history, and has been a smash hit ever since, selling for A as well as O level, and for General Studies and Scottish Modern Studies as well. Macmillan too were surprised when their *Mastering (Formerly Basic) Modern World History* became a bestseller in schools, despite its emphasis on densely packed information rather than illustration. This year they produced *Twentieth Century World History in Focus* by Harry Mills, which is specifically geared for schools, with more illustrations and source-based exercises, and which looks like following its partner into five figure sales already.

The dearth of good coursebooks was noticed by Harriet Ward when she was teaching twentieth century world history in the late seventies. Many of her students were adults whose first language wasn't English, so she was looking for material which was adult but simple, which explained even the most basic concepts but didn't patronize. She and her colleagues ended up writing it themselves. The book based on their original handouts was published by Heinemann as *World Powers in*

the Twentieth Century, and some of its ideas were expanded in a series of radio study programmes which went out several times between 1978 and 1980. About to appear in a second edition, it is still the basic text for both a Mode 1 and a Mode 3 O level in the AEB but Heinemann say it sells more widely than that, since its focus on the three super-powers, America, Russia and China, fits in with other syllabuses too. For a more comprehensive coverage they have *World History 1914-80* by Peter Neville published two years ago, and the older *This Modern World* by Derek Wood, in a third edition this year.

Since the publishers are in thrall to the syllabuses they have to go for the dense, comprehensive coursebooks in preference to topic books with more depth. For syllabuses with a multiple choice element everything has to be covered; nothing can be left out. And the syllabuses get ever longer as the century gets older. Annabel Jones of Longman thinks there's a strong case for an end date to twentieth century syllabuses, but it doesn't happen; instead books have to be constantly updated. Nick Perren thinks that teachers have been swamped by change recently anyway, and haven't the time to cope with the sheer management task of using topic books in the classroom; the pressures are too great. In addition, funds are getting tighter, so a good course book which you know covers the right ground is a safer bet than a collection of topic books. Perhaps this all accounts for the feeling Tony Dale of OUP has, that teachers tend to resist innovation, repeat buying to make up class sets rather than experimenting with something new. In an ideal world, he says, teachers could afford the time and money to shop around and use a core class book with different sets of topic books. Syllabuses

would be shorter in his ideal world, too. But he's pretty satisfied with the sales of OUP's two staple books in the field, Richard Poulton's *A History of the Modern World* (1981) for O level, and Derek Heater's *Our World This Century* for CSE.

Annabel Jones wouldn't agree that innovation never sells. When Tony Howarth's *Twentieth Century History* came out in 1979, Longman's reps were highly dubious about it because of the apparent complexity of its chronological approach which saw the world as a whole rather than taking it area by area. In fact it sold itself; teachers reported students, gripped by its narrative, who read on without being asked to—and they bought more copies. Longman also publish *The Modern World Since 1870* by L. E. Snellgrove, which sold well over 300,000 copies since publication in 1968 before its second edition appeared in 1981. That's for CSE; they've also got I & G Stokes' *Europe and the Modern World* which services the JMB's syllabus G of the same name, and R D Cornwell's *World History in the Twentieth Century* for the more motivated student in F E perhaps, who doesn't depend on visual stimulus, another older book first published in 1969 and now in a new edition. Longman like to have several books in the same field; as well as serving different ages and different levels, there are different sorts of teachers too, says Annabel Jones, who teach in different ways and respond to different approaches. And while older books still sell, publishers are certainly not going to stop printing them.

James Nash of Basil Blackwell agrees. Their *The 20th Century* by M N Duffy may have been first published in 1964, but it always sold well, and its revised, updated edition which appears this

year has easily topped the figures of the last of the old edition already. CUP were slightly apologetic about their older book, *World History 2 1900-1975* by H Browne, first published in 1970, but keen to talk about *The Twentieth Century* by Trevor Cairns, longer and more comprehensive than earlier books in the Cambridge Introduction to the History of Mankind series, but like them, associated with the series topic books.

The topic books everyone talks about certainly abound; there are some relevant ones in Blackwell's History Project, in Macmillan's History in the Making coursebooks, in the Harrow World History Project which may be brought to more people's notice by the more aggressive marketing of Nelson, who recently took over Harrow's list. But the extras which sell the best are undoubtedly the map books. Heinemann's *A Map History of Our Own Times* by Brian Catchpole is a best-seller; so is Blackwell's *The Modern World since 1917* by Philip Savain; and Martin Gilbert's *Recent History Atlas* published by Widenfeld and Nicholson is still going strong after 18 years.

So how do you find your way through the catalogues? Where 20 years ago there was a virtual famine in the field, we're now apparently spoiled for choice. But for a particular level and a particular type of student the choice perhaps isn't that great. There are two or three very good books for home study. A level and the very good O level student. There are a number of good books both for CSE and for O level, but if you want plentiful illustrations, variety of format and emphasis on evidence you'd do well to stick to the more recently published ones rather than the continuing bestsellers. If your i.e.a. can handle the funds and you can handle the hassle, investigate the topic books too. Ultimately, content is dictated by syllabuses, and all the publishers now have an eye to GCSE. They'll be aiming to produce something stunning for that, though Peter Mackay of Macmillan says it's extremely difficult to find good history writers; everybody's after them. Perhaps more women writers should enter the field of twentieth century world history, which at present, with the exception of Harriet Ward, seems to be a predominantly male preserve.

English family law into a state of unparalleled confusion, with bitter court battles about children's needs versus parents' rights. However, Solnit is in no way to blame for this, and indeed *Divorce and Your Child* emphasizes the value of out-of-court agreements. The book considers different custody arrangements and the problems often thrown up by access. But for an English reader the book suffers from its high price and American orientation.

Walczak and Burns studied 100 children and offer a different kind of book, lighter on theory and stuffed with vivid details. Their most interesting comment is that "in the long run children's adjustment is significantly influenced by communication and the post-divorce, rather than the pre-divorce, relationship with both parents". Divorced parents who can work together for both to sustain a relationship with their children do best by them. And teachers are encouraged to understand home circumstances, refer to them tactfully, and to expect as high a standard of work from these children as from others.

For a child to lose both parents by going into care is even more devastating than to lose one through divorce. Yet few children in care are actually orphans. It was Jane Rowe, in her famous study of *Children Who Wait*, who first discovered that many children linger in care without active plans either to return to their original families or to find them new ones. In *Long-Term Foster Care* she and three colleagues study what has become the most popular alternative for children who cannot return home.

To be a foster child turns out to be a very mixed blessing. There are of course many private and almost unregulated fostering arrangements made by individuals. But Rowe has been looking at official arrangements, made or at least sanctioned by social workers. As the law now stands, foster children remain legally in care, and can theoretically be removed at any time. The local authority usually holds parental rights and the foster parents have no rights at all. They are supposed to house and feed the child, and of course treat him well, but the law makes it almost impossible for

World class

Some surprising bestsellers have emerged in the field of world history coursebooks, Jessica Saraga reports

the Twentieth Century, and some of its ideas were expanded in a series of radio study programmes which went out several times between 1978 and 1980. About to appear in a second edition, it is still the basic text for both a Mode 1 and a Mode 3 O level in the AEB but Heinemann say it sells more widely than that, since its focus on the three super-powers, America, Russia and China, fits in with other syllabuses too. For a more comprehensive coverage they have *World History 1914-80* by Peter Neville published two years ago, and the older *This Modern World* by Derek Wood, in a third edition this year.

Since the publishers are in thrall to the syllabuses they have to go for the dense, comprehensive coursebooks in preference to topic books with more depth. For syllabuses with a multiple choice element everything has to be covered; nothing can be left out. And the syllabuses get ever longer as the century gets older. Annabel Jones of Longman thinks there's a strong case for an end date to twentieth century syllabuses, but it doesn't happen; instead books have to be constantly updated. Nick Perren thinks that teachers have been swamped by change recently anyway, and haven't the time to cope with the sheer management task of using topic books in the classroom; the pressures are too great. In addition, funds are getting tighter, so a good course book which you know covers the right ground is a safer bet than a collection of topic books. Perhaps this all accounts for the feeling Tony Dale of OUP has, that teachers tend to resist innovation, repeat buying to make up class sets rather than experimenting with something new. In an ideal world, he says, teachers could afford the time and money to shop around and use a core class book with different sets of topic books. Syllabuses

would be shorter in his ideal world, too. But he's pretty satisfied with the sales of OUP's two staple books in the field, Richard Poulton's *A History of the Modern World* (1981) for O level, and Derek Heater's *Our World This Century* for CSE.

Annabel Jones wouldn't agree that innovation never sells. When Tony Howarth's *Twentieth Century History* came out in 1979, Longman's reps were highly dubious about it because of the apparent complexity of its chronological approach which saw the world as a whole rather than taking it area by area. In fact it sold itself; teachers reported students, gripped by its narrative, who read on without being asked to—and they bought more copies. Longman also publish *The Modern World Since 1870* by L. E. Snellgrove, which sold well over 300,000 copies since publication in 1968 before its second edition appeared in 1981. That's for CSE; they've also got I & G Stokes' *Europe and the Modern World* which services the JMB's syllabus G of the same name, and R D Cornwell's *World History in the Twentieth Century* for the more motivated student in F E perhaps, who doesn't depend on visual stimulus, another older book first published in 1969 and now in a new edition. Longman like to have several books in the same field; as well as serving different ages and different levels, there are different sorts of teachers too, says Annabel Jones, who teach in different ways and respond to different approaches. And while older books still sell, publishers are certainly not going to stop printing them.

James Nash of Basil Blackwell agrees. Their *The 20th Century* by M N Duffy may have been first published in 1964, but it always sold well, and its revised, updated edition which appears this

Parental bonds

by Stephen Barber

English family law into a state of unparalleled confusion, with bitter court battles about children's needs versus parents' rights. However, Solnit is in no way to blame for this, and indeed *Divorce and Your Child* emphasizes the value of out-of-court agreements. The book considers different custody arrangements and the problems often thrown up by access. But for an English reader the book suffers from its high price and American orientation.

Walczak and Burns studied 100 children and offer a different kind of book, lighter on theory and stuffed with vivid details. Their most interesting comment is that "in the long run children's adjustment is significantly influenced by communication and the post-divorce, rather than the pre-divorce, relationship with both parents". Divorced parents who can work together for both to sustain a relationship with their children do best by them. And teachers are encouraged to understand home circumstances, refer to them tactfully, and to expect as high a standard of work from these children as from others.

For a child to lose both parents by going into care is even more devastating than to lose one through divorce. Yet few children in care are actually orphans. It was Jane Rowe, in her famous study of *Children Who Wait*, who first discovered that many children linger in care without active plans either to return to their original families or to find them new ones. In *Long-Term Foster Care* she and three colleagues study what has become the most popular alternative for children who cannot return home.

To be a foster child turns out to be a very mixed blessing. There are of course many private and almost unregulated fostering arrangements made by individuals. But Rowe has been looking at official arrangements, made or at least sanctioned by social workers. As the law now stands, foster children remain legally in care, and can theoretically be removed at any time. The local authority usually holds parental rights and the foster parents have no rights at all. They are supposed to house and feed the child, and of course treat him well, but the law makes it almost impossible for



One of Jill Kremenetz's adoptees

such children to feel really secure. They rarely see their natural parents and many nurse fantasies of being rescued by them or fears of being removed. And they show all the long-range effects of lack of normal attachments to parents of which poor school performance is perhaps the most visible.

Rowe and her team interviewed children, natural and foster parents and social workers to assess the results of long-term fostering. Their verdict is "not proven". Too many children have drifted without a plan into an "undeclared permanency". Too often they have neither security or access to their origins. Some children could have been returned and others adopted. For team seem sceptical about the new provision of *custodianship*, due to be introduced next year, which in effect gives foster parents the right to apply for custody. Unlike adoption, this is not a final order and so would not give true security to a child.

To this important and readable study, *Hard to Place* by Triseliotis and Russell provides in effect a footnote. They compared young people who had been adopted with those who had grown up in children's homes. They demonstrate with great thoroughness, and to "one's surprise", that adoption produces by far the better outcome of

the two. The meat of the book comes right at the end, where they argue for a strong social policy about the family so that poverty alone does not bring children into care. But some families also need long-term help of a kind which there is increasingly not the time or money to provide. Yet it is grossly unjust to both parents and children to press for adoption without equivalent policies to prevent the need for care or restore children to their parents. For separated children they want new legal concepts which would combine the advantages of permanence with those of access to natural family.

It is refreshing to turn from all this theory to Jewett's practical and compassionate book on *Helping Children Cope with Separation and Loss*. This lives up to its title and explains how to recognize grief and mourning in children and then what to do. There is a wonderful section where Jewett gives examples of difficult things to tell a child and then explains how to do it. She explains imprisonment as a parent breaking adult rules, incest as a closeness only right for grown-ups. It seems impossible to tell a child about such things before you have read Jewett, yet so simple afterwards. And I can testify that her suggestions work as I have tried them. Anyone who tries to help separated children should read this book.

Jill Kremenetz interviewed and photographed 19 young people to explore *How It Feels to be Adopted*. They come from all ages and races, some adopted as babies and some adopted later. A Catholic priest adopted one. Another was traced by her birth mother and is photographed with her arms round both her mothers. For these children adoption has felt good. This book should go into libraries and be widely read—and not just by adopted children.

Finally, a salute to Teichman's *Illegitimacy*, a thorough revision of her classic study of the illogicalities and anomalies that surround our notions of family. There are some amazing stories; largely fought out over property, of the extreme difficulty Victorian mothers had in claiming, let alone getting, custody of their children. It is interesting to find that, behind the contemporary tone of all these books, lurks the belief that, really, children do best and are happiest when they are brought up in stable nuclear families, with two preferably married parents, of the kind that all of us right-thinking liberals have spent so much energy disparaging. But, unlike Lady Bracknell, we no longer hold the child responsible when the parents fail.



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Buildings, and how to look at them

Kerry Downes reports on some current architectural exhibitions, and draws a moral

The RIBA's Festival of Architecture, marking its 150th birthday, has generated considerable public interest. The Prince of Wales, whose cousin has a degree in architecture, put his oar in, although few people to whom I have spoken can remember what he said and fewer have any clear idea of either of the projects - the National Gallery extension and Mansel House Square - that were the chief butt of his wit. Most recently, the exhibition which Richard Selfert was invited to present of his own work at the RIBA's Heinz Gallery has received saturated press coverage disproportionate to either its interest or its modest scale. It shows what Selfert's work has always shown: a talent for following rather than leading fashion, for keeping one degree below the temperature of the water, for good organization in the office and on site, and for attention to detail.

Since these are the talents that most purchasers of architecture want, it is not so surprising that his firm has some 500 completed commissions to its credit. The Heinz Gallery exhibition, mostly of recent work, shows him to have eschewed the excesses of Post Modern whimsy and eclecticism. Most architecture is the product of application, not genius, and Selfert has never claimed to be the exception. If he has long been the bogyman of architectural critics, it is mainly because Centre Point and the Nat West Tower gave London the tallest clichés of their respective decades.

The festival also produced two large and enjoyable exhibitions of architectural drawings. The Barbican's *Getting London in Perspective* consisted entirely of finished perspectives of projected or achieved London buildings. It made the point that draughtsmen, like nurses, are seldom remembered, and it was an excellent idea to honour them. The *Art of the Architect* at the RIBA in Portland Place (until January 27) also includes about 50 perspectives from the last two centuries, and it is not difficult to see why. The romantic perspective, developed by Piranesi in the eighteenth century, established a glorious tradition. Its nadir arrived in those artworks displayed on modern site hoardings to glamorize mediocre new buildings, and its high-tech resurrection involves computer-generated drawings.

In practical terms, perspectives help

to sell designs, as they help to sell architectural exhibitions. From a loftier consideration, they look good on the wall - which also means that they have become collectable. But, as Gavin Stamp points out in the Barbican catalogue, they are subjective images in contrast to the geometrical objectivity of plans and elevations. They are immediately intelligible whereas, being restricted to two dimensions, plans and elevations have to be read like maps or musical scores. Perspectives are persuasive and convincing. They may be works of art, and in any case they share with works of art the status of fictions.

Only rarely are they illusions, a different category. This is because, although the draughtsman may understand the fundamental principle of perspective, that three-dimensional effect is only fully obtained from one specific point, that point is not offered to the beholder and may indeed be unattainable. They also present the world as if it were composed of static tableaux, which is not how we perceive it.

The professional and the thoughtful layman make - or ought to make - allowances for all this, but the danger of their being beguiled pictures is that, while they are about architecture, they are not architecture. They create interest, but they are a distraction from awareness of real architecture.

Popular understanding of architecture - especially modern and

contemporary - is poor. Some first-year undergraduates will go to great lengths to avoid the subject, and I have had finalists offering the excuse that, unlike me, they "see in two dimensions". The public, and certainly the press, are still far less concerned with architecture (the way the pieces of a building or a design fit together) than with conservation (hanging on to what you have) and archaeology (identifying what you have lost).

It will be interesting to see whether such issues are addressed in *Buildings - Who Cares?* to be shown next week on Channel 4 (Monday 14 January, 9pm). Directed by David Thompson, this film was conceived by a member, and involves the appearance of the chairman, of "English Heritage", the new agency designed by Michael Heseltine to take over both the public care and the publishing of our historic buildings. The problems of not only saving but also using our architectural heritage are formidable, and the more people are known to care the better. However, that is only a preliminary.

Most visitors to historic buildings do not understand what they experience there, and the assembly-line procedure that inevitably follows from mass feed-through tourism cannot help them. Current concern in secondary education with the "built environment" is commendable, but it is still a far cry from the awareness that we believe - perhaps mistakenly - to have been common in great periods of

architectural achievement.

Looking is an active process, totally different from the passive reception of our surroundings that is, for much of the time, all we can afford. Evolutionary theory suggests that the birds in our gardens have no aesthetic sensibility, though I am not so sure. Be that as it may, we can learn something from their example as expert practical appraisers of their surroundings. Not only do they know all the perches, song posts, nest sites and flight obstructions; they spend a great deal of time learning about them by very active observation, and they are quick to notice any changes. They exploit their environment to the full, and if we want to do the same we must first learn to look at it.

After leaving *London in Perspective* I spent some time exploring other openly accessible parts of the Barbican Centre. Getting lost there is already proverbial, but as on this occasion I was not trying to go anywhere I had a chance both to observe those who were and to learn something about the qualities of the building. Certainly one needs plenty of time to reach one's destination, and that for warning is essential to the visitor. Some of the trouble lies in the signposting inside the Centre: pictograms and arrows are ambiguous, imprecise and badly sited, unmistakable landmarks are few, and thus even verbal re-direction easily misleads.

Moreover, even on foot it is quite

easy to approach and enter the Centre without forming any idea of its exterior or any memory of how one got inside. One may thus arrive with a sense of mystery, or just disorientation. Only when we are free of pressures to find our seats or the loo or the exit have we time to begin to appreciate the architecture's positive qualities - and I mean here not the various halls, the gallery and so on, but the space left over which includes the foyers, bars, and staircases.

This is the sort of connective space that we normally associate with the outside world of streets and courtyards; roofed over and glazed in, and dissociated from outside ground levels, it contradicts our expectations whether we realize it or not, in a manner at first surprising, then confusing, and finally, when we know our way about, stimulating and enjoyable. Thus it is that the architecture begins to speak to us.

It is worth considering that to see a film or a play or read a novel takes two or three hours; a quartet or symphony lasting half an hour may need several hearings. Indeed repeatability is held to be a sign of quality. Custodians and incumbents sometimes acquire an extraordinary understanding of building in their charge. But how many of us, length of time to the contemplation of a single work of architecture?

The author is professor of art history at Reading University.

A crusade, and anarchy

The Snow Queen Playbus Theatre Company, Sandwell, and touring. The Prince and the Pauper Theatre Foundry, Walsall and touring. The Lord Chard Taking Steps Theatre Company, Birmingham, and touring.

A mood of earnest crusading runs through some of the shows for schools this season, spelt out most badly in Jan Page's script for Playbus Theatre Company in which Hans Andersen's Snow Queen rules over a future world of perpetual winter. A figure of insatiable hunger for power, her icy grip can only be loosened by the loving warmth of Gerda whose arrival in the chilly corridors of the snow palace has been prompted by the unselfish urge to rescue Kay from the Snow Queen's power.

Robin Russ

Simply but effectively designed by Bill Brockway, with striking silver and white costumes, some startlingly good effects (such as the glowing blue eyes in the mirror and a pair of delightfully humorous character sketches from Ray Graham), the production, directed by Steve Johnston, does much to create a science fiction adventure. The dialogue, however, weighted with ideology, prevents it from sustaining real dramatic excitement.

Disaffection is also a theme in Les Smith's adaptation of Mark Twain's classic story of Tudor England, *The Prince and the Pauper*, which has been set within a larger plot of a gang of thieves in nineteenth-century Walsall, searching for a living in a Dickensian world of indifference to the poor. They enact the old legend: to help them choose a leader for their gang and the drama takes off with the propulsive energy of a good story to tell and imaginative, impromptu methods of telling it.

Local children, including identical twins for the title roles, join the professional actors in a fast-moving production, directed by Roy Baskerville, which leaps from a central acting

area, up ramps and stairs to other small stages, closely involving the audience in the story. Strongly acted, with an excellent story teller in Hazel Maynard and songs by Simon Lanson which catch the tone and rhythm of old madrigals, its themes, of the corruption of power and its pitiless mockery of the powerless, are woven tightly into the drama.

But, after so much urging, it's refreshing to catch the spirit of anarchy which permeates *Taking Steps*, an infant and young-junior show. *Lost Chord*, live music, from pub, club, bars, and drums, (a change from the homogeneous symmetrical) and a catchy theme tune, set the scene for a number of surreal characters: Crotchety, Quaver, Minnie, and Fortissimo, neatly delineated by eye-catching soft fabric head masks. In pursuit of the lost chord, hijacked by Fortissimo, they engage the children in the musical skills of finding a melody, rhythm and building a harmony achieved not by shouting the loudest but by blending the voices of all the notes.

Ann Fitzgerald

Come back, Joyce Grenfell!

Gerald Haigh on the drama teacher's Achilles heel

Visions and Ideas. By David Penn. Cheshire County Council £5.00.

It goes without saying that we need to lobby hard for the place of the arts in education. The philistines are, after all, not so much lurking in the bushes as running the forest, and almost any artistic endeavour deserves to be welcomed and nurtured.

It is with some trepidation, therefore, that I confess to becoming increasingly uneasy about some of the vibes which emanate from arts education.

The problem seems to be that the need for them to cling together and has caused them to look inward and has brought to the fore a number of solemn folk whose crusading zeal overcomes that self-mocking quality without which any real artist is stone dead.

A symptom of all this is that from the outside you begin to perceive recognizable arts in education stereotypes. There is the writer-in-residence who loves rusty bicycles and hates buttercup; the drama teacher who wants everyone to take off their shoes and explore the environment. It is not so

much that such things are done - for all are excellent in their way - but that their promoters are so serious, so convinced and ultimately so lacking in any feel for the auto-satirical nature of what they are about.

Drama, in particular, is smitten with this terrible earnestness and it now seems an inescapable part of the adolescent experience to be taken once a week into a rather glum carpeted room called a drama studio and called upon to express anger, fear or curiosity or whatever happens to be the teacher's emotion of the week. We now seem to have a whole generation of specialists who have never been involved in the kind of school drama where boys stick balloons up their jumpers and pretend to be their grandmothers. And yet if I were to accuse these teachers of elitism they would be extremely annoyed.

Some of these feelings came into my mind when I looked at this glossy new book extolling the contribution which the county of Cheshire is making to education. It is not that anything in the book is unworthy because it is quite the reverse. Any authority which in this day and age makes such a

sacrificial commitment of money and resources to the arts deserves nothing but loud applause. It is just that the rather smug tone of the book and of some of those who feature in it make your squirm a bit. There is, for instance, a description of a drama lesson which trots along for a full page absolutely oblivious of the way that such lessons have been relentlessly parodied for at least 50 years. The boys and girls are given masks to work with. "Pick up the mask very slowly and place it on your head. Take on the character of the mask. The mask becomes alive..." And at the end "right we'll meet again next Wednesday". Oh, dear Joyce Grenfell, you should be alive at such an hour! And to compound it all the comment in italics at the end says, "there is an air of unspoken satisfaction with what has happened".

Still, having said all that - and it needed to be said - the Cheshire book tells an encouraging story and, incidentally, contains some good teaching ideas. It is just that - oh, you know what I mean - to prove it, next time you go on a drama course, burst out laughing. I dare you!

Filigree and walrus ivory

The Golden Age of Anglo-Saxon Art: 966-1066. British Museum until March 10. Admission £2; concessions £1. Teachers' pack available for schools. Enquiries Press Office: (01) 636-1544, ext 333. Catalogue £7.50.

The Normans, of course, snaffled all the chronicles. Through their perspective the Anglo-Saxons appear a bit of a joke. Alfred fluffing about burning cakes, Aethelred being unready and Harold going berserk at Hastings to no purpose. Yet, of course, theirs was a rich, stable and productive society - why else invade it? Even if we did not have such arresting artifacts as the Alfred Jewel on the Ramsey Psalter to point to the high standard of the visual arts among the English, the achievements of Alfred in beating back the Danes, of Edgar in reforming the monastic order in line with the fervour of the Benedictines and of St Aethelwold in promoting scholarship point to a sanity and energy very different from the harsh impositions of feudal order characteristic of the Normans. And even the Bayeux Tapestry was worked by English needlewomen.

None the less, the Anglo-Saxons have been partly obliterated for us. The British Museum's beautiful exhibition makes a brave shot at recovering them. Unfortunately it falls between two stools. Though a few of the objects are tremendous by any stan-

dards - the gold and ivory cross-reliquary, the Benedictional of Archbishop Robert, a beaten silver brooch - many need more historical context than there is space to give. By including items to illustrate English proficiency in literature, music, travel and medicine, space has been squandered on non-visual exhibits, such as the written manuscript of *Beowulf*, which might better have been spent in reconstructing some details of the life of a joke. Alfred fluffing about burning cakes, Aethelred being unready and Harold going berserk at Hastings to no purpose. Yet, of course, theirs was a rich, stable and productive society - why else invade it? Even if we did not have such arresting artifacts as the Alfred Jewel on the Ramsey Psalter to point to the high standard of the visual arts among the English, the achievements of Alfred in beating back the Danes, of Edgar in reforming the monastic order in line with the fervour of the Benedictines and of St Aethelwold in promoting scholarship point to a sanity and energy very different from the harsh impositions of feudal order characteristic of the Normans. And even the Bayeux Tapestry was worked by English needlewomen.

The question of emphasis aside, there is much to fill this empty patch of our historical imagination. Most exquisite metalwork, of filigree, niello, inlay and engraving; the poignant simplicity of carvings in walrus ivory which seems to lend itself to the Saxon long-faced melancholy saint; the interesting comparisons of English architecture with the Romanesque with which it was to merge. Then the Danes, rampaging around with their triangular-headed beasts and twining around the pommels of swords; the hundreds of pennies coined by hundreds of different minters; a portable altar in silver-gilt with angels and winged beasts, and a polychrome port-



The Fuller brooch: silver inlaid with niello portraying the Five Senses. Anglo-Saxon, late ninth century.

able sundial which one's fingers just like to take home. And, of course, the manuscripts.

The Winchester style, which was the glory of this period, was heavy in its use of gold leaf and expensive, glowing elements. Alongside this very dense iconographic form of art, draughtsmen skilled in the flowing use of coloured outline also dance through the pages of missals and gospels, works of philosophy and lives of saints. Some drawings of animals almost recall the Chinese while the intensity of some religious scenes matches the Sienese. Yes, the Normans knew a good thing when they saw it.

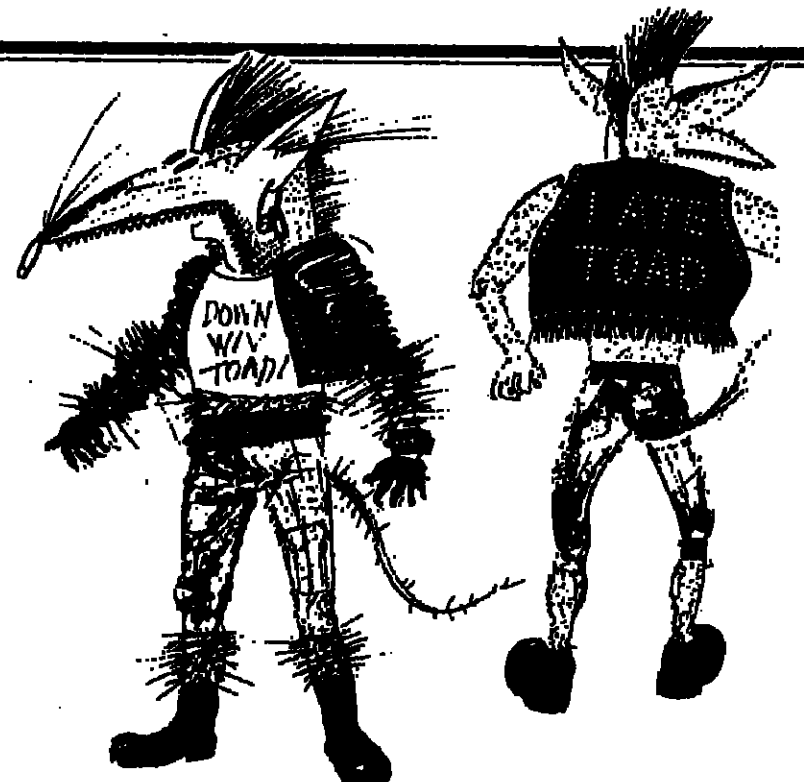
Victoria Neumark



Young performers, younger audience

Joel Gottlieb, a member of a fourth-year drama group from Hampstead School, with an audience of seven-year-olds from Paddington Green primary school (photograph by John Walsh, the father of one of Gottlieb's co-performers). Creating their own production from scratch (a pleasantly slapstick

adaptation of an oriental tale), and learning how to present it to a very different sort of audience, this teenage group, tutored by Paddy Stevens, are getting an excellent grounding in practical theatre. Each performance is followed by a searching post-mortem. MC



Red eyes, wild wood

Toad of Toad Hall. Northcott Theatre, Exeter. Until January 19.

The designs of Raymond Briggs - his first for the stage - dominate this production of A. A. Milne's classic at the Northcott. It is as full of visual discoveries as his picture books - you want to "freeze the frame" at times to enjoy the shapes of the action against the huge painted cloths. Toad, Ratty, Mole and Badger sport enormous head-masks - literal in their animal detail. The Wild Wooders, by contrast, are an amiable bunch of punks whose serrated teeth and Concorde snouts bear more than a passing kinship to Briggs's predatory Old Iron Woman in his bleak account of the Falklands War.

Stewart Trotter's direction refreshingly relies upon narrative to engage the young audience. Thank heavens, we weren't asked to shout "Behind you!" once, but were appropriately commanded by Mike Burnside's Toad to join in the occasional yell of adulation. Northcott regulars know that Burnside is, as it were, a natural Toad. His mask, with movable lower jaw, was complemented by expansive gesture and inflated swagger. At the start of the run, the other principals seemed not yet to have found ways of compensating for the rigidity of their masks by expressive movement; when they do, the opening scenes may acquire that peculiar charm which should be a dimension of the play. Toad's escapades take us over, there are some memorable scenes, dictated by Briggs's sets. Red eyes flicker on and off in a writhing Wild Wood. The liberators of Toad Hall creep through a cross-section of a magically lit tunnel beneath a profound depth of earth. In the best-

written scene of the play, the court room episode, hand-puppet heads of the Jurors - rabbits, the turkey *et al* - peer above vast stalls like so many Wimbledon watchers while a splendidly peppery judge berates Toad. Above the hapless prisoner's head dangles a nine or ten foot Damoclean sword; by his side stands a Plod of a policeman, with bubbly boots and a helmet as big as a bucket.

Here and there, the backcloths reveal that edge which you find in Briggs's work from *Fungus* onwards: not so much for adults, as for himself. Toad's dungeon is embellished by a quietly cheerful skeleton in a gibbet; Justice, shapely in a pumping-iron way, peeps under her blindfold with one popping eye at the goings-on below; while up at The Hall, the decorations for the dining-room - very Toad, very Briggs - include a ceiling painting of The Creation in which an open-mouthed God and an elegant, monocoloured Toad exchange cartoon balloons.

Crums, the finest creature I've ever made. Toad: Thanks God, old bean. You may go now.

Geoff Fox

Briggs's designs for the Wild Wooders

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Arts expressed

Music is the least popular school subject, yet kids spend all their cash on records; schools do hardly anything about dance, yet many kids spend their evenings at the disco; with these observations Colin Ward concludes a rousing article on the need for change in arts education, in the current issue of *Arts Express*.

Mr Ward's article, which outlines the route by which the arts have arrived at their educational cut-de-sac, is the first in an important new series now running in the magazine. Richard Hoggart writes about the arts and social class in the February issue, and Robert Hutchinson on art and the future of work in the issue thereafter.

Other contributors will include the Indian writer Parvati Dabadi and Andrew Fairclough, former chief education officer for Leicestershire. *Arts Express*, with its new design and incisively crusading tone, should make stimulating reading for teachers in all branches of the "arts" business. It is available monthly from 66 St John's Road, London SW11 1PT. Tel 01-223 9757. Annual subscription (includes £2.40 p.p.): individuals £12, institutions £15; students £10. MC

Among this week's contributors:

Stephen Barber is senior social worker for the London Borough of Kensington and Chelsea

Dr Oonagh McDonald is MP for Thurrock and Opposition Spokesperson on the Civil Service and Treasury matters

Jessica Savage (teaches at Nonsuch High School, Chelsea)

Next week

Nicholas de Jongh on some theatre histories; David Martin on a new dictionary of race relations. Special articles and reviews on teaching English as a foreign language

Popular fronts

Reading By Numbers: Contemporary Publishing and Popular Fiction. By Ken Worpole. Comedia £3.95. 0 906 890 46 2.

Ken Worpole starts with a reminder that publishers manufacture a product for the purpose of making money and he ends, almost, with a chapter on the ways in which the product is distributed. Between the two there was a book to be written on the state of literary culture and access to it by writers and readers.

He has not written it, primarily, because his early attempt to define what he means by "popular" literature shows that he has no clear idea of the distinction between literature for the people and literature of the people, and his attempt from there on to campaign on both fronts results in total chaos as he rushes his forces from one to the other.

He compounds the confusion by making quite arbitrary distinctions between one best-seller and another, dismissing Harold Robbins and Pam Ayres as exceptions while analysing the work of Agatha Christie, Ian Fleming and (believe it or not) Patience Strong as significant cultural phenomena. His case for genre fiction can be argued; so can his appeals for state subsidies for "independent cultural production", citing "feminist writers, ethnic projects, worker-historians, working-class writers, independent record labels, community artists, independent film makers, literacy workers and so on". But the two arguments cannot be sustained together and *Reading By Numbers* is there to prove it.

Take detective fiction. He claims that "conventional" fiction is closed, while genre fiction is "open-ended".

and that the contemporary crime novel, with its investigator who "decodes" the pattern of events, gives a detailed portrait of the power relations in our society. Yet on the previous page, he has compared the appeal of the genre to that of "children's stories, fables and myths" and pointed out the preference for exotic or highly conventionalized settings. The genre may, as he says, be available for development but the fact remains that from Agatha Christie to Dick Francis the best-selling examples have not featured political, contemporary, or ecological, anti-nuclear themes. What readers enjoy in this, as in most other genre fiction, is that they are not asked to participate in decoding the text, but invited to enter a familiar and reassuring world away from the complex power relations of contemporary society. If the opposite were true, "difficult" fiction would not need support from the Arts Council.

The confusion is far greater than that: every chapter is a hash of contradictions, tendentious statements, unproven assumptions. What evidence has he of a return to "popular" poetry, to rhyme and metre? Pop song lyrics, little magazines and most of the poets he cites offer reams of unscanned, unrhymed evidence to the contrary. What is he trying to prove by saying that *Mrs Dalloway* now sells more than some Mills and Boon titles, that "D M Thomas... started out as a science fiction writer", that a nineteenth-century street ballad sold two-and-a-half million copies? Worst of all, what might have been a critique of the weakness of "highbrow" fiction or an attack on the conservatism of the publishing industry, ends up with nothing to say. You can't even argue with that.

Robin Buss

Sartre's self-image

War Diaries. By Jean-Paul Sartre. Translated by Quintin Hoare. Verso £12.95. 0 86091 087 3.

This volume will delight Sartre's admirers. Those (like myself) who are not, will find confirmed that the obscure, humourless and intolerably grave verbosity contains little that can be taken seriously. If the former mourn the loss of most of these Note Books, the latter thank Providence for this mercy.

As the Note Books printed are said to adumbrate all Sartre's main philosophical concerns, one can properly use them to give an idea of his basic standpoint. He asserts that every human being in principle can determine what he is and can become, and is therefore responsible for what happens to him, at bottom, for being "authentic", or self-produced, or "in-authentic" as a more-or-less fixed social type. To be "authentic" demands ceaseless activity to break one's present being; ideally, a fully "authentic" being would be simply constantly becoming, continually "new", without restricting past.

The method used to develop this

grotesque notion of being true to oneself, derives from the idea that the world is ultimately constituted by and with words; hence word-spinning suffices to produce it anew. Innumerable tricks are available: neologisms, Humpty-Dumpty use of words, free association generating a wealth of arbitrary "connections", incantatory repetition, the sudden appearance (a rabbit from a hat) of an expression as an asserted philosophic category, later producing others equally miraculous and undeviated.

"Authenticity", *sur-genesis* severely critical (of self and others), must attend to every triviality and almost everywhere fear the worst, lest "inauthenticity" (dreaded fate) creep in through unguarded cracks. The long autobiographical self-analytical passages are indecipherably self-important and wearisomely dull, the extensive comments on others mostly patronizingly mean. If to be "authentic" leads one to be like the Sartre pictured here, who with a shred of self- and fellow-feeling but would not instantly choose "inauthenticity" as the better?

Pierre Watter

Dialogue with memory

Childhood. By Nathalie Sarraute. Translated by Barbara Wright. Calder £5.95.

Emile, or On Education. By Jean-Jacques Rousseau. Translated by Allan Bloom. Harper and Row £10.50.

Nathalie Sarraute explores her memories of childhood within the framework of a dialogue which allows her to relive it critically, "to touch, to correct this inimitable image, to cover it with words, but not too thickly. I'm not afraid of spoiling it". Rousseau, too, appreciated the extent to which we make ourselves through the language we use to shape experience.

"Restrict the child's vocabulary as much as possible," he advises, so that Emile will only express ideas that have meaning for him. The banal

words that others heard when Nathalie Sarraute's father called her "my daughter", were charged, for her, with emotion and sentiment. "It is not the sense of the word that children understand, but the accent that accompanies it" (*Emile*).

The crucial dilemma is the distortion that language effects on perception and memory as the adult remarks and rationalizes. The ambiguity of the writer's relationship with herself as a child, is the core of Sarraute's dialogue with memory: the adult in the child and the realization of this potential, the subject of *Emile*. Bloom calls Rousseau's "a truly great book" and translates it with understanding and feeling. The introduction, copious notes and attractive presentation make this an indispensable edition of a classic text. *Childhood* suggests the limitations of its viewpoint.



This drawing of a tiger, by Carl Vogt and Friedrich Speich, is one of the period illustrations to *The Grand Beyond: The Travels of Isabella Bird Bishop, selected by Cicely Palmer* (Century £11.95). From the *Rockies to the Misty Mountains*, and encompassing Morocco, Tibet, and Korea, the writings of this most alert of Victorian geographers are unfailingly vivid.

Keeping up with the field

The Role of Evaluators in Curriculum Development. By Pinchas Tamir. Croom Helm £16.95. 0 7099 2470 4. The Preparation For Life Curriculum. By Brian Wilcox, Jacqueline Dunn, Sue Lavercombe, and Lesley Burn. Croom Helm £16.95. 0 7099 3604 4. Adventures in Curriculum. Edited by W J D Minogue. Allen & Unwin £9.95. 0 04 861310 X.

The publication of these three books is significant. Curriculum development is necessary; the furious rate of change, both of ideas and methodology in a society whose total sum of knowledge has doubled in the last 20 years, means that teachers at all levels must keep up.

The problem is knowing how to set about it. Most teachers would remark that their daily workload provides them with enough to do: they don't have many evenings to spend on what may only seem high-falootin theory. Many forget the theoretical lectures they sit through almost as soon as their first job confronted them with the realities of classroom life. But, possibly more than any other profession, teachers are always on the lookout for genuinely useful ideas. As a group they are if anything over-concerned to perform conscientiously. University departments of education have a ready market for the fruits of their research.

However, it is no simple matter to unite theory and practice. It is often hard to extract information from surveys and then to present it in assimilable form. These three attempts to make sense of what is going on in the field indicate a lack of coordination between schools and universities, between teachers and professors. The lower orders risk not being able to accept advice; the higher orders risk getting so far out of touch that they are unable to offer it. Academics must remember how teachers talk; and teachers must try to fathom what academics are up to. The writers of *The P.F.L. Curriculum*, for instance, refer to their own "lack of prior knowledge of the ways in which less academic pupils think about school". But most members of school staff have a pretty fair understanding of what the "less academic" pupils think about school. They will not therefore, take much notice of what they may regard as naive amateur observations - however illustrious the titles of the amateurs.

Professor Tamir confronts his reader with such observations as: "different people found different sources of evaluation feedback differentially useful". And we all live in a relative universe, but does anyone need the Australian Science Education Project to tell him such things? The whole tenor of the project is called into question by such a facile remark. In abstract ways the book goes round in widening circles, its observations doing little more than remind us of such truisms. Most of the contributors write in such an uninspired way that their conclusions are dulled by the weight of their own polysyllabic jargon. This is disappointing, as the bulk of their reports are on science curricula where it might have been thought simpler to make valid observations: there are more facts involved.

Who are the books aimed at? What are they for? The P.F.L. Curriculum seems to come nearer home, being a detailed study of four Sheffield schools carried out in the mid 1970s. There is more actual matter here to get one's teeth into but there is still at least one major problem. The researchers who compiled the book were so keen on their project and remained so conscientious in their detailing of it, that they tend to bog down in minutiae.

They write: "While the good teacher does create meaning for pupils by providing them with organising structures, category systems can be used uncritically." Exactly. Though they may have been fascinated, their reports are less than fascinating. "Fourth year pupils especially also stressed the importance of working within friendship groups and having the freedom to talk with their peers while working." This is neither original enough, nor meaningful enough to be worth recording, unless, as seems unnecessary, they wished to prove the "typicality" of the schools in the study. Again, the analyses of mixed and single-sex group dynamics make one wonder if their book is aimed at experienced teachers. Everybody knows that boys are inclined to be disruptive while girls verge on the apathetic; this is routine, the outcome of excessive sexual structuring. (The fact that many "low-ability" boys are just as clever as their more middle-class peers is hardly touched on.) None the less this is a more rewarding read. When the writers break through the limitations imposed by

their excessive zeal, they light on issues that the average teacher really is concerned with. They perceptively examine the difficulties in careers education: "It is confusing and mystifying to pose the entry of disaffected work-class boys into work as a matter of particular job choice... the 'lads' are not choosing careers... they are committing themselves to a future of generalised labour." The graphs and the tables which show the areas of P.F.L. teaching that pupils value most are interesting, even if they only confirm what one had half-suspected: won't all adolescents rate Self-Appraisal and Knowledge of Specific Jobs higher than, say, Basic Economic Concepts or The Family and Other Social Groups?

Of these three books *Adventures in Curriculum* emerges as the most useful. This is not just because it is substantially cheaper and more pleasantly presented (Croom Helm's print is reminiscent of departmental meeting minutes). No, it is because the contributors write better. The articles that Professor Minogue has edited are simply more accessible. This might to some extent have been inferred from the title, but the reader does sense the intention throughout to make the apparently unappealing subject-matter across as somehow exciting. The worth noting. Scientists may be at a disadvantage when it comes to exposition but the most astute observers are usually able to communicate their interests well.

A good example is the chapter on the Whannau House, a school building based on a combination of the extraordinarily different models of an English public school "house", and a Maori open-family dwelling. The intention was to try and establish a teaching situation based on close personal relationships between pupils and staff. But there is no abandonment of analytical rigour. There may be a slight lack of "academic" detail but the interest that is generated as a result is more than compensation. A clear description of a project that has been carried out in another educational system is likely to stimulate creative thinking in this country: hearing about what others have done may push us in similar directions. This is what evaluation is for: finding new methods. Over-elaborate theorising will only stifle a good article is worth a hundred treatises.

Simon Kensdale

PAPERBACKS

Youth, Heart of Darkness. The End of the Tether by Joseph Conrad, edited with an introduction by Robert Kimbrough (OUP, £2.95) have in combination the mystery and the trials of human experience, into the adventures of late. Marlow's descriptions of initiation rites, perceived or otherwise, have an impact and immediacy today no less powerful than when they first appeared in 1902.

Look Homeward, Angel by Thomas Wolfe (Penguin £4.95) introduces Eugene Gant, born in 1900 and, like America, a struggling, bursting, slowly maturing force. The prose has the cadence and beauty, the detailing of a Walt Whitman poem: an achievement of memory and imagination bound by the sinuous web of subjective reality.

The Raskal Act by Ford Madox Ford, with an introduction by C. J. Sanson (Carcanet £2.95) is a meditation on the immorality of despair. For Henry Martin Alun Smith, suicide hangs, the combination of self-imposed finan-

cial and identity torments, is sufficient excuse for an irrevocable abandonment of principles. He fatally stumbles with corruption. Laughing Torso by Nina Hammett, with an introduction by Edward Booth-Clibborn (Virago £4.95), is the artist's gossip (though sans mirth) reminiscences written in her early forties. Like her drawings, the "reel-out" pen-portraits of the soap-to-be famous writers and artists, living in bohemia: London and Paris are well executed; quintessential, and par-

Brandon Russell

Unequal opportunities

Oonagh McDonald on the obstacles facing the female labour force

Women in Trade Unions. By Barbara Drake. Virago £4.50. 0 86068 405 9. Redundant Women. By Angela Coyle. The Women's Press £3.95. 0 7043 3923 4.

Women and Employment. A Lifetime Perspective. By Jean Martin and B C Roberts. HMSO £9.95. 0 11 691090 9.

It was at the Trades Union Congress of 1888 that it was formally resolved for the first time that "where women do the same work as men, they shall receive equal pay". Almost a century later, that aim still has not been achieved. Women's pay has actually fallen, owing to the impact of unemployment on wages and the restrictions of the Equal Pay Act to 66.6 per cent of men's pay from a peak of 66.7 per cent in 1981. Barbara Drake's classic, *Women in Trade Unions*, first published in 1920, describes the struggle to achieve that first step towards equal pay in the eighteenth century sisterhoods and "combinations" among the "female poor" and their subsequent role in the many trade unions up to 1919.

She tells how women fought to join unions and of the hostility or exasper-

ated acceptance they faced. "Please send an organizer (from the Women's Trade Union League) at once, for our Amalgamated Society has decided that if the women of this town cannot be organized, they must be exterminated" was one message received by one of the men's unions. Women found that they were excluded from certain jobs even after the First World War when they had worked as substitutes for men; and that they were resented because the men feared that their presence would lead to a cut in their own wages.

This reprint is timely because it shows us both how far we have come and how far there is to go. When Barbara Drake was writing, women constituted 17 per cent of the membership of trade unions affiliated to the TUC. They are now 35 per cent. Yet at grass roots level women can still find that male officials do not take their right to work and better pay quite as seriously as they do the rights of male workers. The myth that a woman's work is somehow secondary in her life and to society persists.

Angela Coyle explores such mythology in *Redundant Women* through a series of interviews with 30 women and 14 men made redundant by a Yorkshire clothing firm. In-depth inter-

views with five women portray the financial and emotional effects of redundancy on their lives.

She concludes that "unemployment for women means financial hardship, isolation and depression... is often experienced as a crisis of autonomy, as a loss of independence, and here women's domestic role is no compensation... work for women has been their route out to domestic financial independence". She shows that this applies just as much to semi-skilled and unskilled working women as it does to middle-class professional women. Ms Coyle finds that "high unemployment is discouraging some women from seeking work, (but) there is no real question of women 'returning' to their house or being supported by the family". That is quite clear from the description women give of their family life. "The conditions of recession, inflation and the devaluation of the male wage, and above all male unemployment, have increased the pressure on women to work." That is why women are taking whatever jobs are on offer, even though part-time and low-paid. Hence the current increase in female employment. Altogether, Ms Coyle's book provides a vivid and realistic picture of

female attitudes to work and unemployment.

The Department of Employment's report, *Women and Employment: a Lifetime Perspective*, is a mine of information about women at work but, expressed as it is in staid civil service prose, it lacks the impact of Ms Coyle's book. Nevertheless, it shows how women are still concentrated in a limited range of occupations. For example, 76.7 per cent of the employees in catering, cleaning, hairdressing and other personal services are female; and the same percentage of those employed in clerical and related work is female.

There is, however, one striking omission in the Report. There is no reference (apart from on-the-job training) to the relationship between educational attainment and employment and promotion. For that, one has to turn to the General Household Survey for 1982, published in June 1984.

Education is the key to better jobs and better job opportunities for women in the future. Yet women now in the 25 to 39 age group chose further education colleges and polytechnics rather than universities after leaving school. The survey reveals that twice as many men as women had been to

university. Two-and-a-half times as many men as women were qualified at A level and above. Of university graduates men were more than twice as likely as women to be in a professional occupation and, of course, men were more likely than women to improve their occupational status when they became older and more experienced. Among those without a full-time education after leaving school, the picture is much the same. Nearly twice as many women as men were in semi-skilled and unskilled manual occupations.

The female labour force is expected to grow to 11 million by the 1990s. Employment growth between 1971 and 1981 was almost entirely due to an increase in female part-time employment and that will continue. Such jobs are characterized by insecurity, low pay, lack of opportunities for promotion, and lack of access to sick pay, pension schemes and so on. New technology could eliminate many of them, as we move towards the twenty-first century and it will create more skilled, technical jobs. But women, if the present situation persists, will have no access to them. Only education will give them the means to remedy their position.

Fact and fancy

Night Falls on Ardnarmurchan: The Twilight of a Crofting Family. By Alasdair Maclean. Gollancz. £9.95. 0 575 03460 2.

"I hope... that my book is entirely true as a poet's truth; certainly, trying to make it so has been my chief consideration." This aim has been in a large measure achieved. It is far from the romantic and mostly false myth of Scotland created by sentimental writers of highly-flavoured fiction and pseudo history, and it was intended to be so, as Alasdair Maclean makes unmistakably clear.

It is, in fact, a memorial to his father, last of the crofters in the hamlet of Kichoon in Ardnarmurchan, whose isolation and introversion were almost absolute. Because Alasdair Maclean has based it on extracts from his father's diary - what his father himself called more correctly his "log" - it adheres closely to the daily gridding, unrewarding round of a crofter. What emerges is a simple, interesting and poetic history, but in this last part, fancy gets a little too much the upper hand.

Notwithstanding this minor cavilling, this is a book that is honest and beautiful and paints a picture of an almost vanished way of life.

Katya Watter

A shadowy cult?

The Making of a Moonie - Brainwashing or Choice? By Eileen Barker. Basil Blackwell £12.00. 0 631 13246 5.

To most people the word Moonie suggests a shadowy cult, a subversive and vaguely chilling fanaticism engaged in by odd and defenceless people. It conjures images of smart young men and smiling women luring teenagers into slavery, of remote farms and even more remote, rich, manipulative bosses, of "love bombing" and broken families. The *Daily Mail* captured a rich vein of popular concern when it called the Moonies "The Church that Breaks Up Families".

Eileen Barker has investigated the world of the Unification Church in depth and from the inside ever since, as a sociologist, she was first granted admittance to Moonie gatherings in 1976. Perhaps in the process of listening to endless seminars on the Way and exhortations on the thoughts of the Reverend Sun Myung Moon, she has come a little too close to her subject. We learn little about Moonie philosophy or beliefs or the Moonie way of life.

The book's leading revelation is that

once a Moonie is not necessarily always a Moonie. The author discovered that there had never been more than a few thousand Moonies in America at any one time, despite the publicity they received. She cut six people in a hundred attending Moonie camps kept up an interest four months later; and that the drop-out rate has always been high.

More interesting is the research which, perhaps unsurprisingly, shows that Moonies are strongly conservative, concerned about their interpersonal relationships, aggressively happy and certain of their ability to change the world.

What this does not add up to is a picture of what kind of person becomes a Moonie or why a Moonie rather than, say, a Mormon. Barker concludes that the Moonies are generally a much less harmful bunch than they have usually been painted. She largely dismisses brainwashing and contends that most people become Moonies simply because they want to. It is a long and arid tramp to such an obvious conclusion, but some interesting stones are turned over along the way.

Mike Durham



Above: Dorothy Hope-Morley, Marlan Gamwell and Hope Gamwell; right: in camp, 1969. Illustrations from *Hugh Popham's extraordinary history of the women of the First Aid Nursing Yeomanry*. F.A.N.Y. is published by Secker Warburg on January 28 at £12.95

Opposite wit

More On Oxymoron. By Patrick Hughes. Jonathan Cape £7.95. 0 224 0224 66

A book for bathroom reading, though not cheap at the price. An oxymoron is the pitting against each other of opposite concepts for witty effect - a sort of verbal Scargill/MacGregor - and comes from the ancient Greek *oxys* meaning "sharp" and *nomos* meaning "dull", hence a "foolish bit of wisdom" as the author says, although "wise bit of foolishness" is more often the case. The examples are visual and verbal, for the Patrick Hughes is best known for his familiar rainbow postcards. They are put in categories, and given an often plodding gloss, which has the oxymoronic effect of "tattooing soap bubbles". However, there are lots of good, wry laughs to be had, if taken in small doses, (otherwise the grin gets a bit fixed). I liked the man who thanked his mother for naming him Bill because everyone calls him by that name; and Dorothy Parker's "Trapped like a trap in a trap" - a claustrophobic's nightmare. Abraham Lincoln had a strong sense of the droll, but Wilde is as ever triumphant: "He has no redeeming vice" and "She who hesitates is won".

Annette Kobak

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F W Kellaway

CHILDREN'S
LITERATURE

The Selfish Giant (Neugebauer Press £4.95), which first appeared in Oscar Wilde's *The Happy Prince and other tales* (1888), is a literary work of art based on traditional fairytale patterns. Like the best stories from Hans Andersen, who clearly influenced Wilde, it delights us with its beautiful description and eloquent tone, and moves us with the implicit sorrow. Though more sophisticated stylistically, it remains true to oral tradition by telling of basic needs and emotions, particularly the desperate chill of loneliness.

Lisbeth Zwerger's illustrations to this, the original text, convey these feelings with the utmost delicacy. Her now familiar use of pale wash creates illusory settings for her characters, with desolate spaces emphasizing the psychological gap between the giant and the children. The calculated placing of the figures ensures that the slightest glance and gesture make the most dramatic impact. Soft blues and greens, with areas of varying whites, complete the evocation of silent longing by defining both mood and physical boundaries. Realistic domestic details, finely spread, act as counterweights to mystic forces in the narrative, and, together with the artist's interpretation of the "giant" as just a very tall, gaunt man, a pathetic, fallible human being, help to bring the tale home.

In all, the deliberate composition of each element, careful choice of colour and overall design are put together with consummate skill, revealing and extending nuances of expression, un-



spoken subtleties within the text. Such awareness of, and sensitivity to, an author's words are not often found, and must confirm Zwerger's reputation as an illustrator of rare and impressive distinction.

Tessa Rose Chester

Dramatic stimulus

Drama in English Teaching. By Tricia Evans. Croom Helm £4.95. 7099 0923 3. A Sense of the Dramatic. By Margaret Griffiths and Charles Hemmings. Collins Educational £1.95. 00322101 6.

Drama in English Teaching is not a "proper" printed book, but one of that increasing number which are simply photographed from typewriter copy. It is actually a hardback, but even so works out as really rather expensive at almost £15 for less than 200 pages of typing. Production apart however, it is an excellent book and, considering the pathetic little paragraph on drama in the DES's *English from 5 to 16*, a most timely one.

Tricia Evans' concern is not educational drama as a subject in its own right. Rather, she addresses herself to "teachers of English who see their drama work as running in tandem with English... and who must reconcile educational drama with sometimes patently inadequate drama teaching areas". Numbering herself within that perceptive band who believe it im-

possible to teach English adequately without teaching (or using) drama simultaneously, she begins by defining "perimeters and parameters" and goes on to suggest some modest beginnings. Then, in a firm and confident tone, she presents a synthesis of sound theory and excellent classroom practice, showing how drama can serve, illuminate and inspire the various facets of English. Drama can develop language work ("pushing out the frontiers") and the skills of discussion and argument. It is a way of approaching class readers and set texts and of developing a thematic study. Additionally, and importantly, she shows how it can serve as a creative approach to media and communications studies.

Some drama specialists resent any English teacher who appears to be hijacking their subject. Drama is however too valuable to be confined to the darkened drama studio, as Ms Evans so enthusiastically demonstrates. She may occasionally be a little over-optimistic (there are still those English teachers who resolutely ignore the media), but for most of the time

she is firmly aware of the harsh realities of a world in which the philistines are closing ranks and where it is necessary to fight to preserve this uniquely valuable way of developing the powers of expression and appreciation.

One tiny corner of this "English-and-drama" empire is explored in *A Sense of the Dramatic*. Relevant to those preparing for the London A level English literature paper or the AEB A level Theatre Studies paper 2, in both of which an unseen dramatic excerpt is set for appreciation, this book provides an introduction to the task and its associated jargon, as well as some worked examples and practice exercises. It is not the most imaginative of textbooks; its main advice is to "read the extract aloud" (fine in practice if not in the exam), to discuss and "delve". I have a terrible feeling it will encourage students to write sentences such as, "The dramatist uses a lot of alliteration, this is dramatically effective", but it is also a very varied anthology of excerpts which must be useful to anyone preparing for these papers.

David Self

From specific to imaginary

Making Sense of Drama. By Jonathan Neelands. Heinemann Educational £4.95. 435 18658 2.

There's a wealth of drama books on the market and plenty of good work going on in schools, but writers on the subject often seem to go to unnecessary pains to point out that their ideas are not to be taken as part of an accepted orthodoxy.

Jonathan Neelands' book is a good example - he starts his introduction by telling readers that he intends a helpful guide rather than a definitive statement, but the book is much more than that. *Making Sense of Drama* provides a straightforward account of how Dorothy Heathcote's and Gavin Bolton's theory, centring on the teacher in a dramatic role, can be put into practice. As Heathcote's and Bolton's ideas do exist as a sort of orthodoxy, perhaps Mr Neelands is overmodest in his denials of "prescriptive" writing, because this book offers an excellent

basis for good practice, while simultaneously explaining the educational benefit of the "process" approach that is linked to it.

The book launches straight into the practical with a series of entertaining transcripts from a drama lesson on *Beowulf* before going on to talk about the implicit and explicit "contracts" that drama teachers - particularly those who work in role - draw up with their classes. Continuing in legal vein, it goes on to discuss the nature of the teacher-pupil partnership necessary for worthwhile drama work, as well as the "negotiation" that goes on throughout. The book takes a necessarily close look at teacher talk, particularly the way teachers can use questions more productively by being subtly open-ended. In what they ask and how they ask it. In what other lesson would a teacher say, "Well I'm stuck, has anyone else any thoughts?"

In one, self-contained chapter (probably the most valuable four pages of the whole book), Neelands examines the use of the "contract" form, the

teacher can use, from warm-ups and games, through tableaux, interviews and simulations to the whole group improv with the teacher in role. Each way of working comes with its own "pro and con" section and some useful reference sources. There are also chapters on Theatre Forms (here the book is at its most theoretical - and at times its most confusing); Drama Controls, in which Neelands suggests ways of troubleshooting and avoiding the need to do so; as well as Planning, with particular reference to simple ways of progressing from the specific to the imaginary. The book ends with a series of age-graded lesson plan suggestions on themes as diverse as Sleeping Beauty and Space Exploration.

Apart from reservations about some rather obscure flow diagrams and the rather showy use of the word "she" throughout for the third person when referring to the teacher, the book seems to make a good deal of sense, as its title suggests.

Subversive activity?

Drama for Capability. Edited by David Morton. National Association of Drama Advisers in association with Kember Press. £4.95. 0 906835 21 6.

The theme of last year's conference of National Association of Drama Advisers in York was Drama for Capability. This pamphlet is a consideration of some of the issues in the education of 14 to 16-year-olds and their relevance to the drama teacher.

There is no consensus of what drama for capability should be. Indeed, although there is agreement that education is at a crossroads, the 12 contributors display fundamental ideological conflicts and confusions. Some, notably Ernest Butcher, one of the speakers at the conference, respond to the challenge from the liberal viewpoint. Butcher believes that the Youth Training Scheme is the best so far. New education, particularly for the majority, he says, should be aimed at social competence, the ability to handle information, and the ability to live and work together.

Other contributors find this response inappropriate and naively optimistic. They argue that schools should not prepare pupils for present society or for that which is predicted. Educa-

tion should provide the skills to exercise real choice, reject that society and work in a revolutionary way for change. The arts, as Chris Lawrence puts it, are by nature controversial. To develop drama skills is to develop a critical view of social interactions. Drama, in the eyes of those who want only de-skilled and non-questioning machine-minders, will always be a subversive activity.

Although he doubts whether consensus is really possible, the editor, David Morton, proposes a detailed new curriculum where the emphasis is on active negotiated learning.

In the most thought-provoking chapter in the book, Desmond Hogan points out that drama teachers are proposing to move towards more liberal, expressive and exploratory modes of learning in a period of recession and social regression when such proposals failed in a period of unparalleled expansion. Yet he stresses that the drama community holds the key to many of the skills which all groups need if they are to respond positively to change. If we are to give our pupils the capability to command the future, we must make sure that drama does not, in Hogan's words, become mere adjustment therapy.

Cecily O'Neill

Games not drills

Planning for Reading Success 2: Reading: Teaching for Learning. By Vera Southgate. Macmillan £5.95 333 346 955 £3.95 346 963

This book is the second in a series of three written by Mrs Southgate in an attempt to introduce greater variety into reading teaching, and follows her identification of significant limitations in current practice in junior schools in the Schools Council project *Extending Beginning Reading: Children Who Do Read*, published last year, is concerned with the provision of books and opportunities for private reading, which Mrs Southgate sees as the cornerstone of her approach. *Reading: Teaching for Learning* is designed to complement this by adapting formal instruction to the specific needs of groups of pupils.

The book comprises a short collection of tips for teachers within an eclectic theoretical framework which includes key words to literacy, phonics and psycholinguistics, with a place of honour for Frank Smith. How far Mrs Southgate's "firm endorsement" of his assertion that "the only thing that improves reading is practice" can be reconciled with the remainder of the book is a matter for personal judgement. However, Professor Smith, as usual, presents a moving target, adding that "most of the 'drills' that children are given to help them to read become useful - and easy - only after

some skill in reading has been developed." This is equivocal, if the first statement is true, then the "drills" can only be a waste of time.

Mrs Southgate prefers games to drills and offers a useful and enjoyable, though not original, selection. Most begin with blank flashcards, leaving the teacher in control of content. She is, however, particularly insistent on their value in developing instantaneous recognition of short words which occur frequently in writing but which are difficult to teach because they have little or no meaning in isolation. This acceptance of the "Key Words to Literacy" concept is controversial, but carefully argued. If these words constitute three quarters of the language it is clearly important that children are not held up each time they meet one.

The guiding principles of this book are that instruction should be provided only where it is needed and useful and that it needs to be carefully thought out. There is, on the other hand, no attempt to link reading with children's writing, or any mention of the "paired reading" technique which is proving to be phenomenally successful in parental involvement schemes. Mrs Southgate, however, completed this reissued book in April 1982, and in the interim there has been a particularly productive period in reading research.

John Bald

Goodbye lecturettes

Recently re-issued in paperback is *Learning and Language in the Classroom*, a particularly sensible guide for teachers in training by Peter Chilvers and Gerard Gould (Pergamon £4.95. 08 031306 XX). Its subject area is defined by its sub-title: "Discursive talking and writing across the curriculum"; and by "discursive" the authors mean language used to explore ideas, to think things out and to solve problems.

This is not simply a fertile quarry for quotes for college essays. It actually teaches the user how to plan productive classroom strategies which will promote language development. A

number of transcriptions are included to illustrate the value of discursive talk (and writing), including one example of a group of 12-year-old boys (in a science lesson) discussing incorrect answers to a cloze test, which has belatedly convinced me of the value of such exercises.

Sadly, this will be seen as a book for English specialists. It is relevant to student teachers in all disciplines and also to all those teachers who still seem to think that "oral work" means lecturettes or class "discussions" in which teacher is the dominating "chair".

David Self

It is good to have a paperback reissue of Sylvia Townsend Warner's delicate translation of Proust's *Contre Sainte-Beuve* (By Way of Sainte-Beuve, Hogarth Press, £3.95). Written immediately before he settled down to *Remembrance of Things Past*, the book provides a preview of innumerable ideas and incidents that were to be worked into the grand masterpiece, and in addition affords Proust the opportunity to take up the cudgels in defence of those writers he most admired.

The Will to Believe, novelists of the Nineteen Thirties. By Richard Johnson. (Oxford Paperback £3.50. 0 19 281480 X.) This is a study of 30 novelists: Graham Greene, Christopher Isherwood, George Orwell, E. M. Forster, D. H. Lawrence, and Evelyn Waugh. The First World War destroyed the order, continuity and purpose of childhood. This book examines the profound need felt by these novelists to replace what was lost with something to take its place.

Everyday
GermanColin Russell reviews
a course

Deutsch Heute Stage 1 by Duncan Sidwell and Penny Copoote

Pupil's Book £3.95; Teacher's Resource Book £9.60; Spirit Masters £10.95; Cassette £10.20; Flashcards £26.90. Thomas Nelson

Deutsch Heute 1 is the first part of a three-stage German course leading to examination at 16 plus.

The authors of this course state that it was written "in response to a need for materials which are communicative in intent and which will enable students to achieve clearly specified goals." In writing it, they "considered what young people may need to say, understand and write in German in order to cope in social and public situations in a German-speaking country". Hence the language is seen in terms of linguistic performance objectives and presented through a range of situations using authentic materials.

There is also background information on the "Lander" with specific reference to the city of Saarbrücken.

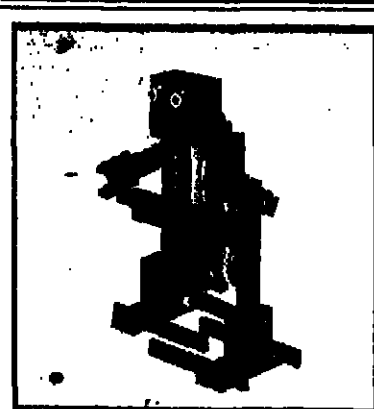
Given these aims, it is clear that the emphasis is on oral work, with reading and writing placed within the realm of situations which students can be expected to encounter in signs, notices, documents etc. The language is presented in small units, and, by using various strategies - flashcards, cue-cards, role-play, pair-work, and other inter-active exercises - the student is encouraged to take an active part in practising structures before analysing them. This approach of "we are now going to learn to do this or that..." and making these goals attainable obviously has a great deal in common with Graded Tests, and the course will be seen by many teachers as relevant to their requirements, particularly as the first few topics: yourself, family and pets, hobbies, places, directions, money shopping, include most of the material for some Grade 1 tests.

The Pupil's Book is in three sections: first presentation of material and classroom exercises; second writing and revision exercises and third grammar survey and vocabulary. It has realistic language, good "Realien" and the text is interspersed with photos, diagrams and drawings, but the similarity of presentation, the lack of variety of print and type-face and the concentration of material in close-packed columns left me wishing for more appealing and imaginative layout, particularly as Book 1 (240 pages, 19 chapters) is likely to last a student two years, if not more.

The strength of the course will be, for many teachers, the Teacher's Resource Book. Although it could be much more systematically laid out, there is, in addition to a complete index of main teaching points and detailed instructions and suggestions on the teaching approach, valuable supplementary information: lists of German names, classroom instructions, games, songs, and pages of line drawings for use either on o/h or as cue-cards. It is important to note that photocopying rights are given, so this book can be fully exploited. The use of cue-cards being a fundamental part of the course, it is fair to point out, however, that much preparatory resource work and generous teaching time would be necessary to benefit fully from these.

The tape accompanying stage 1 has mainly listening comprehension exercises, which are on the whole fast but clear and use a variety of voices. The spirit masters should be carefully considered before being bought, as they are unimaginative and uninspiring. Similarly the flashcards, although very numerous, fall well below the standard of the rest of the course, being flimsy, poorly drawn and often in very unclear, colour combinations.

In conclusion, this course, although flawed, is well on the way to providing the basis for the kind of language teaching and learning that will be needed with the advent of 16 plus and with Graded Tests and goes some way to "filling that evident gap in the market."



Building blocks

Michael Sharp on technical Lego

Technical Functions 2, following as it does if my abacus is to be believed, Technical Functions 1, is part of a rising series of Lego education kits to provide across the curriculum support from seven to, one presumes, the top end of compulsory education. Technical Functions 1 is designed to start with seven years olds, and provides an introduction to a number of aspects of mechanical technology. Technical Functions 2 is designed for work with children of a minimum age of nine. While the format remains the same as the Technical Functions 1, the actual content of Technical Functions 2 has a very different emphasis to that of Technical Functions 1.

The general format for technical functions kits is now well established: included is a Lego kit designed to build a range of models, a set of pupil cards with building details for the models and a teacher's guide to the main themes followed through in the process of model building and a host of other activities.

In the case of Technical Functions 2, Lego have taken a very much more enlightened view of educational principle than they did, at least in the original version of the Technical Functions 1 Teacher's Guide. This was fairly uninspiring. The Technical Functions 2, and the new Technical Functions 1 teachers guide, however, and very much more spiky and motivating pieces of work.

The Lego educational philosophy is well rounded and stands on a solid base of good theory and practice. The guiding principles page of the teacher's

guide contains a very complete list of the positive effects of the correct use of Lego in the classroom. It provides methodology, ideas and approaches and then goes through all the associated activities, listing key words and concepts, providing questions for discussion and investigation, problems and further activities which pupils might undertake.

Technical Functions 2 extends the work of Technical Functions 1. Mechanisms and "how every day machines work" is the underlying theme.

Devices such as food mixers, vices, pistol drills, winches, conveyor belts are described in the pupil cards, which also contain all the building instructions in the standard Lego pictorial form and pictures of finished models standing beside the actual device. As explanation, this is far more effective than any words would be, and also has the advantage for the company of being language independent, so that the cards themselves don't need versioning in the same way that the teacher's guide does.

The final section of the pupil's card contains ideas for extension activities and further model building.

A standard classroom kit of Technical Functions 2 might perhaps comprise six or eight Technical Functions 2 kits and the teachers kit, although the actual level of provision need not be this high. The teachers kit is merely multiples of Technical Functions 2, with the teachers guide etc.

The kit itself contains a few new parts including a worm gear and tyres

which grip! Perhaps the biggest boon to the kit is the inclusion of a motor and battery pack which allows all the models to be driven.

In building the models I had one or two problems so I handed my kit over to a Lego builder, Jeremy, age seven, went through all the models and some of the extension activity. The only problems he had were with the robot, which seemed not to be very free running and the motor which "just came apart in my hand". Lego tell me that the motor ends can come off if a set of circumstances coincide, which is rare, and I must admit that I was unable to reproduce the problem on subsequent models.

The fact that Jeremy, at seven, was able to build all the models confirmed that the target age group should have no problems with it at all. Jeremy also seemed to get very much into the spirit of the kit and investigated the objects and devices with vigour.

For my part, I found the whole package very pleasing to read and use. The guide is a delight and in only one place that I could find did it lose the thread of progress through the mechanical systems it was dealing with. This concerns the robots, which deviate wildly from the standard practice in presenting a robot dog for manufacture, a device which is not in the same league as food mixer, bench vice, etc.

So, in conclusion, Technical Functions 2 should be a worth while addition to the range and the guide above provides a very powerful insight into good practice. Just watch out for the robot dogs!

Exploratory science

Britain's first interactive science centre, the Bristol Exploratory, is holding four days of exhibitions and discussions from January 9-12. Learning by doing is the Exploratory's objective.

Exhibits will include demonstrations of how aeroplanes take off and how sound waves change length as pitch alters. Pupils will also see how materials withstand stress and learn that light isn't the only element which can be focused. Heat and sound work the same way. Their grasp of perception will also be stretched. There will also be an opportunity to see a model of the Giotto spacecraft due to intercept Halley's comet in 1986.

Each afternoon there is a scientific quiz with pupils invited to question the

scientists, and in the evenings there is a lecture. On Wednesday January 9 Patrick Moore discussed "Exploring the Planets". This was followed by a practical astronomy session.

On Thursday 10 January conjurer Fergus Roy gave an illustrated lecture on the history of magic, while on Friday, Richard Gregory, Professor of Neuropsychology at Bristol University, will demonstrate unusual perception phenomena. As the Exploratory is his brainchild, his lecture on "Seeing by Exploration" will include an account of the aims and philosophy of the Exploratory. The centre is modelled on the San Francisco Exploratorium.

The final speaker on Saturday even-

ing is Professor Charles Taylor whose "Science and the Sound of Music" will explain how musical instruments apply the principles of physics. The entrance fee for the exhibition and lectures is £2.00 for adults and £1.00 for children.

These offer an insight into the Exploratory's aims prior to its opening on a permanent site at Bristol Docks in 1986. By then it is anticipated that it will house Bristol Telecom's museum of telephones and telegraphy as well as a range of optical illusions. There will also be a history of science exhibition enabling pupils to re-enact momentous discoveries such as Galileo's pendulum experiments.

Iola Smith

notes

THORPE PARK

To enable teachers and groups of pupils to gain maximum educational benefit from a visit to the Surrey leisure area, Thorpe Park, the Park's management have commissioned Teachers' Notes. This book contains short texts on a variety of subjects which might come up during a visit to the Park. These include "Grasses and Grazing", "Cereal Crops", "Soil and Gravel" and short histories of some of the monuments found in model world.

Further information from Mr T Calliff, Director, Leisure Sport Ltd, Thorpe Park, Staines Road, Chertsey, Surrey KT16 8PN

WITH A MICROSCOPE

"A World To Discover with a Microscope" is a booklet published by C.E. Offord (Microscopes) to help children in the 8-12 year age group to understand microscopy. The booklet makes suggestions on what to study with a X20 microscope and then a more powerful one, and explains what we can learn. Items are all photographed. C.E. Offord (Microscopes) Bateups, Tickhurst Road, Hurst Green, Etchingham, Sussex.

MEMORIES

Memories of the Twenties and Thirties are ten workcards and teacher's notes published by Help the Aged for lower secondary classes. On them are photographs and a few reminiscences by people who were teenagers at that time. Subjects include "We Made Our Own Amusement", "School days", and "Going to the Pictures". They cost £2.50 from Help the Aged Education Department, PO Box 460, 16-18 St James' Walk, London EC1R 0BE.



Future needs knowledge

didacta '85 in Stuttgart, the largest educational fair in the world! Here solutions to problems of all types specific to education will be presented and discussed. The extensive offer: school equipment, workshops,

teaching and learning aids for all stages and types of education. One main emphasis: the use of computers in schools, for technical training and in further education.

Information: C.E.S. (Overseas) Ltd, Bridge House, 181 Queen Victoria St., GB-London E.C. 4, Tel. 01-236 0911

Messe Stuttgart 25.2.-1.3.1985



didacta 85

International fair for school education training

CAMBRIDGESHIRE
THE CLARKSON INFANTS
SCHOOL
The School Road, Wisbech
Cams. PE13 3ES
Tel: Wisbech 35888
Head Teacher: Mrs. A. M.
Harwin, B.Ed.
Required for April, 1985.
Applications are invited
from experienced and com-
petent teachers for a post as
to Headship of the Group
Infant/Nursery School. Fis-
tling and enthusiasm essen-
tial.
Further details and an ap-
plication form available from
the Head Teacher at the
above address (a.s.e., 11/12
above), or to the date 10/1/85
January, 1985. 11001
(444359)

Required for September, D
puty Headteacher (Group 4
School Games up to Advan
tice) £10,000 p.a. P.E. and
boy from the headteacher
£10,000 p.a. £10,000 p.a.
Cambs. CBT BRZ, 118.0
£10,000 p.a. closing date
January 1985. (34635) 10.0

CAMBERIDSHIRE
KING EDWARD JUNIOR
Burnfield Street, Chatteris
Cambs. PE7 6EP
Tel: Chatteris 5293
The Chairman, Mr. Griffith
Previous applicants will be
reconsidered and need not
reapply
For Easter 1985
Keen and enthusiastic teacher
required for the Dap
Cambs. CBT BRZ, 118.0
school.
Further details and an ap
plication form available from
the Chairman, Mr. Griffith
address (i.e.s.c. First class
post) 10,000 p.a. closing date
applications 30th June
1985. (35440) 1100

DEVON
Please see displayed advertisement on Page 47.
(35259) .1100

COUNTY COUNCIL
COMPTON CHRISTIAN SCHOOL
10000 Highway 100
Boscawne, Bournemouth Bl
(Age range 3 - 11)
Recruited for September 1982
Daily Head Teacher, c. 12
The Governors invite
applications from suitably qu
lified and experienced
persons of any race, religion
Roman Catholics, for
Application forms and
to be sent to the
the Staffing Office, Edu
Museum, Richmond Hill,
Bournemouth BN8 8RN (S.A.
Selection and interview
turned to the Headmaster
date 1st February 1982
(25477) 1100

slow

ERS

SCHOOL (Group 5)

sh B.Ed

RY SCHOOL (Group 4)

to contact the Headteachers

etalle available from The

(EBA), Civic Centre,

ADN to whom they should

. Please enclose S.A.A.

ON ALLOWANCE: 2878 p.a.

ITY EMPLOYER

1

BILLINGTON

NEWHAM
LONDON BOROUGH OF
NEWHAM
ST. LUKES (C.E.) PRIMAR
SCHOOL
Ruscos Road, London E16
1JB
Head Teacher: S.R. Penston
Number on roll: 281
RESPONSIBILITY FOR
MATHS Scale 2
Required Easter 1985 or

responsibility for Derbyshire PFA. The scheme is available to all schools in Derbyshire. This maths scheme has been in use throughout the school for 10 years.

Applicants must be in sympathy with the aims of the church school. Visits to the school are welcomed.

London Allowance: £1,000 plus Social Priority Allowance.

Application forms (e.s.s. please) available from the Director of Education. Forms completed and returned by 22 January 1985.

Selection Offices, 379/381 High Street, Stratford, E4 8RD.

An Equal Opportunity Employer. (44218) 1108

RAVENSCROFT JUNIOR
CARSON ROAD, London E16
4RD
 Tel: Teacher: Mr M.J. Collins
 School on roll: 300
MATHEMATICS begin a year earlier in 1988 or soon as possible.
 Teacher to co-ordinate development of Mathematics through the school. An experienced person would be an advantage but no experience is essential and will be considered.
LOWMAN
£1,038 plus Social Prior Allowance
 Application forms (as a please) available from Director of Education, completed forms should be returned by 1985.
 Recruitment Offices: 379/5 High Street, Stratford, E6 4RQ
 An Equal Opportunity Employer. (44498) 1100

NEWHAM
LONDON BOROUGH OF
NEWHAM
 Tel: 01-552 6055, 6056, 6057

Head Teacher: Miss Lotzou
TEACHER RESPONSIBLE
FOR LANGUAGE
INSTRUCTION: Grade 2
Required April 1985.

An enthusiastic and committed teacher is to take responsibility for the development of Languages in the multilingual and multicultural school. Visits to other schools are encouraged.

EDUCATION ALLOWANCE
\$1,058 plus SOCIAL FRINGE BENEFITS ALLOWANCE.

Application forms (a.s.p.) may be obtained from the Director of Education to whom completed forms should be returned by 22nd January 1985.

REDBRIDGE

HIGHLANDS INFANTS' SCHOOL
Lennox Gardens,
Cranbrook Road, Ilford,
Essex IG1 3LF

Tel. No. 01-554 0045
Head: Mrs D. Branbher

Required for April 1983: a teacher interested in developing Mathematics in the context of a practical curriculum.

Application forms and further details are available from and returnable to the Director of Educational Services, Lynton House, 235/239 High Road, Ilford, Essex IG1 1NN. Tel. No. 01-411 3020, Ext. 193.

Closing date for receipt of applications: 25th January 1985. (44583) 150021

REDBRIDGE

CHRISTCHURCH JUNIOR

Required for Summer Term 1985: an appropriately experienced and enthusiastic teacher to act as year-group co-ordinator and to assume responsibility for curriculum development in Mathematics and Mathematics Studies.

This post is on Scale 4 with Outer London Allowance.

Application forms and further details are available from and returnable to the Director of Educational Services, Lynton House, 335/339, High Road, Ilford, Essex, IG1 1NN.

Closing date for receipt of applications: 25th January 1985. (44531) 110010

Havering

Further details and applications forms available (a.s.p. please) from the **Director of Educational Services** (ref: Staffing/DH) **Manor House, Manor & Lane, Hemford, RM1 3DB.**
Closing Date: 25th January, 1999.

MIDDLE SCHOOL EDUCATION continued

MERTON
LONDON BOROUGH OF
MERTON
EDUCATION COMMITTEE
RILLCROSS MIDDLE
SCHOOL
Aston Way, Morden,
Surrey SM4 4BP
Tel: 01-842 6166
Head Teacher: Mrs. M.D.
Atherington, 33 years
No. on Roll: 485
Required for 1st March
1985. Temporary part-time
10.51 teacher. General Sub-
ject second year, second and
fourth years. Maternity leave
cover. (2 am, 3 pm)
Closing Date: A.S.A.P.
Application forms and
further details from the
Head Teacher at the above
address. Please enclose
stamped addressed envelope.
(26156)

EALING
LONDON BOROUGH
EDUCATION SERVICE
WOLF FIELDS MIDDLE
SCHOOL
Norwood Road, Norwood
Green, Southall
Temporary Appointment
January - August 1985
Required as soon as possible
an enthusiastic able teacher
capable of working in close
co-operation with other
staff.
Scale 1 salary plus £1,038
per annum. London
Weightings.
Application forms (SAE)
from Chief Education Officer,
Radley House, 78-81, Ux-
bridge Road, Ealing, W5
3BU, to be returned by 28th
January 1985. (35495/25692)

HARROW
EDUCATION COMMITTEE
WEST LODGE MIDDLE
SCHOOL
West Lodge Lane, Pinner,
Middlesex HA5 9BB
Temporary, experienced
teacher required to cover
Maternity leave from 28th
February 1985. Initially to
teach 5 year pupils.
Application forms and
further details from the
Head Teacher at the above
address. Please enclose
stamped addressed envelope.
HARROW IS AN EQUAL
OPPORTUNITY EMPLOYER.
(44266) 125522

CAMBRIDGESHIRE

Applications are invited for the following posts to
take effect from September 1985:-

**WARDEN, COTTENHAM VILLAGE
COLLEGE (Group 10)**

**WARDEN, SWAVESEY VILLAGE
COLLEGE (Group 9)**

The Warden is Head of the school and is also
responsible for community activities within the
College for which an additional allowance is paid.

Application forms and details from Senior Area
Education Officer, Gloucester Street,
Cambridge CB3 0AP (Large s.a.e. please)
returnable by 28th January.

Secondary Education

Headships

BERKSHIRE
THEALD GREEN SCHOOL
Bath Road, Theale Road,
11-18 Mixed Comprehensive
Required for September 1985
Headteacher Group 11 (pos-
sibly Group 12 after triennial
review).
Application forms and
further details from the
Director of Education, Shire
Hall, Sharncliffe Park, Read-
ing, RG2 3XZ, (Ref. 44266).
Closing date 25th January
1985.
An Equal Opportunity Em-
ployer. (26163) 130010

BERKSHIRE
BAYLISS COURT
SECONDARY SCHOOL
Cloughmore Avenue, Slough
SL3 5AR
N.O.R.: 373
Required for April 1985 a
Headteacher for this Group 8
Secondary Modern Girls
School (it is likely that the
school will revert to Group
9 status with the April Tri-
ennial Review).
Application forms and
further details from the
Director of Education (EN)
11-18 Mixed Comprehensive
Park, Reading RG2 3XZ.
(s.a.e.). Closing date: 28th
January 1985.
AN EQUAL OPPORTUN-
ITY EMPLOYER. 130010
(44272)

BERKSHIRE
HEAD OF CENTRE
UPTON COURT
HEAD OF CENTRE
Upton Court, Upton
Norton, Berkshire
See advertisement under
Headships. 130010
(44260)

BERKSHIRE
BRAV HOUSE SCHOOL
Church Lane, Newbury
11-18 mixed comprehensive
N.O.R.: 140
Required for September,
1985. Head Teacher for a
sent Head Teacher Group 10,
11-18 mixed comprehensive
school. Application forms and
further details from the
Director of Education (EN)
11-18 Mixed Comprehensive
Park, Reading RG2 3XZ.
(s.a.e.). Closing date: 28th
January 1985.
AN EQUAL OPPORTUN-
ITY EMPLOYER. 130010
(44272)

CALDERDALE
METROPOLITAN
BOROUGH COUNCIL
EDUCATION
DEPARTMENT
HAUGH SHAW
SECONDARY SCHOOL
Moorfield Road, Halifax
HX1 5ER
Required for April
1985. Head Teacher for
this Group 7 co-educational
secondary modern
school.
Application forms and
further details obtainable
from the Chief Education
Officer, 100, The
Shire Hall, Sharncliffe Park,
Reading RG2 3XZ (Ref. 44266).
Closing date 25th January
1985.
An Equal Opportunity Em-
ployer. (26163) 130010

Deputy Headships
Second Masters/
Mistresses

BERKSHIRE
SOUTHERN
OVERSEAS UPPER
Langdale Road, Dunstable,
Beds. LU6 3BT
N.O.R.: 373
Required for April 1985 a
Headteacher for this Group 8
Secondary Modern Girls
School (it is likely that the
school will revert to Group
9 status with the April Tri-
ennial Review).
Application forms and
further details from the
Director of Education (EN)
11-18 Mixed Comprehensive
Park, Reading RG2 3XZ.
(s.a.e.). Closing date: 28th
January 1985.
AN EQUAL OPPORTUN-
ITY EMPLOYER. 130010
(44272)

HAMPSHIRE
COMPREHENSIVE SCHOOL
Hampshire, Group 10
N.O.R.: 373
Required for April 1985 a
Headteacher for this Group 8
Secondary Modern Girls
School (it is likely that the
school will revert to Group
9 status with the April Tri-
ennial Review).
Application forms and
further details from the
Director of Education (EN)
11-18 Mixed Comprehensive
Park, Reading RG2 3XZ.
(s.a.e.). Closing date: 28th
January 1985.
AN EQUAL OPPORTUN-
ITY EMPLOYER. 130010
(44272)

BERKSHIRE
UPTON GRAMMAR SCHOOL
Langley Road, Slough
SL3 7PB
Co-educational Grammar
N.O.R.: 690
Required for April 1985 a
Head Teacher. Group 10
Secondary Modern Girls
School. Application forms and
further details from the
Director of Education (EN)
11-18 Mixed Comprehensive
Park, Reading RG2 3XZ.
(s.a.e.). Closing date: 28th
January 1985.
AN EQUAL OPPORTUN-
ITY EMPLOYER. 130010
(44272)

HAMPSHIRE
THE WINTON COUNTY
SECONDARY SCHOOL
London Road, Andover
SP10 1JH
11-18 Mixed Comprehensive
N.O.R.: 134
Required for September
1985. Headteacher - Group
10
s.a.e. for application form.
Further details from Area
Education Officer, 11, St. John
Street, Basingstoke RG21
1JH. Closing date for receipt
of completed applications
15th January 1985.
130010
(26222)

BERKSHIRE
UPTON GRAMMAR SCHOOL
Langley Road, Slough
SL3 7PB
Co-educational Grammar
N.O.R.: 690
Required for April 1985 a
Head Teacher. Group 10
Secondary Modern Girls
School. Application forms and
further details from the
Director of Education (EN)
11-18 Mixed Comprehensive
Park, Reading RG2 3XZ.
(s.a.e.). Closing date: 28th
January 1985.
AN EQUAL OPPORTUN-
ITY EMPLOYER. 130010
(44272)

HAMPSHIRE
THE WINTON COUNTY
SECONDARY SCHOOL
London Road, Andover
SP10 1JH
11-18 Mixed Comprehensive
N.O.R.: 134
Required for September
1985. Headteacher - Group
10
s.a.e. for application form.
Further details from Area
Education Officer, 11, St. John
Street, Basingstoke RG21
1JH. Closing date for receipt
of completed applications
15th January 1985.
130010
(26222)

BERKSHIRE
UPTON GRAMMAR SCHOOL
Langley Road, Slough
SL3 7PB
Co-educational Grammar
N.O.R.: 690
Required for April 1985 a
Head Teacher. Group 10
Secondary Modern Girls
School. Application forms and
further details from the
Director of Education (EN)
11-18 Mixed Comprehensive
Park, Reading RG2 3XZ.
(s.a.e.). Closing date: 28th
January 1985.
AN EQUAL OPPORTUN-
ITY EMPLOYER. 130010
(44272)

HAMPSHIRE
THE WINTON COUNTY
SECONDARY SCHOOL
London Road, Andover
SP10 1JH
11-18 Mixed Comprehensive
N.O.R.: 134
Required for September
1985. Headteacher - Group
10
s.a.e. for application form.
Further details from Area
Education Officer, 11, St. John
Street, Basingstoke RG21
1JH. Closing date for receipt
of completed applications
15th January 1985.
130010
(26222)

SECONDARY DEPUTY HEADSHIPS continued

BRENT
LONDON BOROUGH OF
BRENT
CONVENT OF ISUS AND
MARY (GIRLS) HIGH
School
Crownhill Road, NW10 4EP
(Ref: 875)
Required from Summer Term
1985. Second DEPUTY
HEAD TEACHER (GIRLS) to
make a major contribution
to the management and policy
making of the school. Post-
holder responsibilities will be
determined by the school.
The successful candidate will
be a practising Roman
Catholic who is well quali-
fied and have substantial re-
levant experience to meet the
challenges of this very impor-
tant post.
Allowance of
£1,038 per annum is payable.
Application forms (sae)
obtainable from the Head-
teacher. Returnable within 10
days. (26164) 130012

DEVON

Please see displayed adver-
tisement on Page 47.
(35287) 130012

DUDLEY
METROPOLITAN
BOROUGH
(Equal Opportunity
Employer)
THE HOLLY HALL
SCHOOL
Scotts Green Lane,
Russett Hall Estate,
Dudley DY1 2JW, West
Midlands
(12 - 16 co-ed, comp.
Group 9)
Required Summer Term,
1985, well qualified and
experienced TEACHER for
the demanding and chal-
lenging post of SECOND
MASTER/MISTRESS
(Group 9). This post will
offer opportunity for pro-
fessional development to
those with a large academic
background and a strong
vision of the school. The
successful candidate should
be able to lead the school
to further promotion.
Responsibilities will be
allocated according to the
interests and abilities of
the person appointed.
Details/application
forms (sae) from the Head-
master by 24th January,
1985. (44264) 130015

BUCKINGHAMSHIRE
COUNTY COUNCIL
AQUAL OPPORTUNITY
EMPLOYER
AQUINERY HIGH SCHOOL
Walton Road, Aylesbury,
Bucks.
Head Teacher: Miss M.S.
Barnard, B.Sc.
Group 11
Questions are invited from
teachers with wide educa-
tional experience to a re-
sponsible level to join the
Senior Management Team of
this school. The successful
candidate will be responsible
for the school's academic
work, and to be involved in
the development and imple-
mentation of the school's
policy on discipline, as well
as being responsible for
some aspects of school ad-
ministration and liaison with
parents.
Assistance with removal
expenses is given in approved
cases.
Application forms and
further details (sae) from
the Headmaster at the
school, and to be returned to
the County Council, 23rd
January 1985. (26171) 130012

BURY
METROPOLITAN BOROUGH
EDUCATION DEPARTMENT
DEPUTY HEAD TEACHER
ADMINISTRATIVE
(GROUP 10) plus an addition-
al payment of £1,038. This
post is to be responsible for
the difference between the
senior management and the
school. The successful candi-
date will be responsible for
the school's academic work,
and to be involved in the
development and implemen-
tation of the school's policy
on discipline, as well as
being responsible for some
aspects of school adminis-
tration and liaison with
parents.
Assistance with removal
expenses is given in approved
cases.
Application forms and
further details (sae) from
the Headmaster at the
school, and to be returned to
the County Council, 23rd
January 1985. (26171) 130012

HAMPSHIRE
NEW CO-EDUCATIONAL
SCHOOL
Romney Hill, Winchester
SO9 4JH
Required for September 1985
a Head Teacher for this
Group 10 mixed comprehen-
sive school. The successful
candidate will be responsible
for the school's academic
work, and to be involved in
the development and imple-
mentation of the school's
policy on discipline, as well
as being responsible for some
aspects of school adminis-
tration and liaison with
parents.
Assistance with removal
expenses is given in approved
cases.
Application forms and
further details (sae) from
the Headmaster at the
school, and to be returned to
the County Council, 23rd
January 1985. (26171) 130012

CORNWALL
EDUCATION COMMITTEE
There is a vacancy for a
Head Teacher for a new
scheme for teachers taking
up permanent appointments
from September 1985.
TORPOINT SCHOOL,
Torpoint, Cornwall
Group 10, No. on Roll
850
Second Master/Mistress
DEPUTY HEADTEACHER
Group 10
The successful candidate will
be responsible for the school's
academic work, and to be
involved in the development
and implementation of the
school's policy on discipline,
as well as being responsible
for some aspects of school
administration and liaison
with parents.
Assistance with removal
expenses is given in approved
cases.
Application forms and
further details (sae) from
the Headmaster at the
school, and to be returned to
the County Council, 23rd
January 1985. (26171) 130012

HUMBERSIDE
EDUCATION COMMITTEE
GRIMBY DIVISION
IMMINGHAM SCHOOL
(Roll 1015)
Required for April, 1985.
Group 10 DEPUTY HEAD
TEACHER. This post is to
be responsible for the school's
academic work, and to be
involved in the development
and implementation of the
school's policy on discipline,
as well as being responsible
for some aspects of school
administration and liaison
with parents.
Assistance with removal
expenses is given in approved
cases.
Application forms and
further details (sae) from
the Headmaster at the
school, and to be returned to
the County Council, 23rd
January 1985. (26171) 130012

ESSEX
THORPE BAY HIGH SCHOOL
Southend-on-Sea, Essex
S16 6JH
Required for September 1985
a Head Teacher for this
Group 10 mixed comprehen-
sive school. The successful
candidate will be responsible
for the school's academic
work, and to be involved in
the development and imple-
mentation of the school's
policy on discipline, as well
as being responsible for some
aspects of school adminis-
tration and liaison with
parents.
Assistance with removal
expenses is given in approved
cases.
Application forms and
further details (sae) from
the Headmaster at the
school, and to be returned to
the County Council, 23rd
January 1985. (26171) 130012

BUCKINGHAMSHIRE
COUNTY COUNCIL
AQUAL OPPORTUNITY
EMPLOYER
AQUINERY HIGH SCHOOL
Walton Road, Aylesbury,
Bucks.
Head Teacher: Miss M.S.
Barnard, B.Sc.
Group 11
Questions are invited from
teachers with wide educa-
tional experience to a re-
sponsible level to join the
Senior Management Team of
this school. The successful
candidate will be responsible
for the school's academic
work, and to be involved in
the development and imple-
mentation of the school's
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as being responsible for some
aspects of school adminis-
tration and liaison with
parents.
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expenses is given in approved
cases.
Application forms and
further details (sae) from
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school, and to be returned to
the County Council, 23rd
January 1985. (26171) 130012

BUCKINGHAMSHIRE
COUNTY COUNCIL
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AQUINERY HIGH SCHOOL
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Head Teacher: Miss M.S.
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Assistance with removal
expenses is given in approved
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Application forms and
further details (sae) from
the Headmaster at the
school, and to be returned to
the County Council, 23rd
January 1985. (26171) 130012

SUFFOLK

BENJAMIN BRYNEN HIGH
SCHOOL
Blyford Road, Lowestoft
NR33 4PZ
11-18 pupils
Required for September,
1985. Head Teacher for a
sent Head Teacher Group 10,
11-18 mixed comprehensive
school. Application forms and
further details from the
Director of Education (EN)
11-18 Mixed Comprehensive
Park, Reading RG2 3XZ.
(s.a.e.). Closing date: 28th
January 1985.
AN EQUAL OPPORTUN-
ITY EMPLOYER. 130010
(44272)

SUFFOLK
ORWELL HIGH SCHOOL
Midnight Road, Felixstowe
IP11 1JH
11-18 mixed comprehensive,
roll 1000 including 120 in
Sixth Form
DEPUTY HEADTEACHER
Group 11 required April
1985 to join the Senior Man-
agement Team of the school.
The successful candidate will
be responsible for the school's
academic work, and to be
involved in the development
and implementation of the
school's policy on discipline,
as well as being responsible
for some aspects of school
administration and liaison
with parents.
Assistance with removal
expenses is given in approved
cases.
Application forms and
further details (sae) from
the Headmaster at the
school, and to be returned to
the County Council, 23rd
January 1985. (26171) 130012

SUTTON
LONDON BOROUGH OF
SUTTON
DEPUTY HEADTEACHER
GREENHAW HIGH SCHOOL
Grannell Road, Sutton,
Surrey
From 15th April 1985
Required for September 1985
a Deputy Head Teacher for
this Group 10 mixed comprehen-
sive school. The successful
candidate will be responsible
for the school's academic
work, and to be involved in
the development and imple-
mentation of the school's
policy on discipline, as well
as being responsible for some
aspects of school adminis-
tration and liaison with
parents.
Assistance with removal
expenses is given in approved
cases.
Application forms and
further details (sae) from
the Headmaster at the
school, and to be returned to
the County Council, 23rd
January 1985. (26171) 130012

WEST GLAMORGAN
COUNTY COUNCIL
Please see displayed adver-
tisement on Page 47.
(35287) 130012

DUDLEY
METROPOLITAN
BOROUGH
(Equal Opportunity
Employer)
THE HOLLY HALL
SCHOOL
Scotts Green Lane,
Russett Hall Estate,
Dudley DY1 2JW, West
Midlands
(12 - 16 co-ed, comp.
Group 9)
Required Summer Term,
1985, well qualified and
experienced TEACHER for
the demanding and chal-
lenging post of SECOND
MASTER/MISTRESS
(Group 9). This post will
offer opportunity for pro-
fessional development to
those with a large academic
background and a strong
vision of the school. The
successful candidate should
be able to lead the school
to further promotion.
Responsibilities will be
allocated according to the
interests and abilities of
the person appointed.
Details/application
forms (sae) from the Head-
master by 24th January,
1985. (44264) 130015

ESSEX
THORPE BAY HIGH SCHOOL
Southend-on-Sea, Essex
S16 6JH
Required for September 1985
a Head Teacher for this
Group 10 mixed comprehen-
sive school. The successful
candidate will be responsible
for the school's academic
work, and to be involved in
the development and imple-
mentation of the school's
policy on discipline, as well
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aspects of school adminis-
tration and liaison with
parents.
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cases.
Application forms and
further details (sae) from
the Headmaster at the
school, and to be returned to
the County Council, 23rd
January 1985. (26171) 130012

BUCKINGHAMSHIRE
COUNTY COUNCIL
AQUAL OPPORTUNITY
EMPLOYER
AQUINERY HIGH SCHOOL
Walton Road, Aylesbury,
Bucks.
Head Teacher: Miss M.S.
Barnard, B.Sc.
Group 11
Questions are invited from
teachers with wide educa-
tional experience to a re-
sponsible level to join the
Senior Management Team of
this school. The successful
candidate will be responsible
for the school's academic
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school, and to be returned to
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the County Council, 23rd
January 1985. (26171) 130012

HUMBERSIDE

EDUCATION COMMITTEE
GRIMBY DIVISION
IMMINGHAM SCHOOL
(Roll 1015)
Required for April, 1985.
Group 10 DEPUTY HEAD
TEACHER. This post is to
be responsible for the school's
academic work, and to be
involved in the development
and implementation of the
school's policy on discipline,
as well as being responsible
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the County Council, 23rd
January 1985. (26171) 130012

SUFFOLK
ORWELL HIGH SCHOOL
Midnight Road, Felixstowe
IP11 1JH
11-18 mixed comprehensive,
roll 1000 including 120 in
Sixth Form
DEPUTY HEADTEACHER
Group 11 required April
1985 to join the Senior Man-
agement Team of the school.
The successful candidate will
be responsible for the school's
academic work, and to be
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and implementation of the
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school, and to be returned to
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January 1985. (26171) 130012

SUTTON
LONDON BOROUGH OF
SUTTON
DEPUTY HEADTEACHER
GREENHAW HIGH SCHOOL
Grannell Road, Sutton,
Surrey
From 15th April 1985
Required for September 1985
a Deputy Head Teacher for
this Group 10 mixed comprehen-
sive school. The successful
candidate will be responsible
for the school's academic
work, and to be involved in
the development and imple-
mentation of the school's
policy on discipline, as well
as being responsible for some
aspects of school adminis-
tration and liaison with
parents.
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cases.
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further details (sae) from
the Headmaster at the
school, and to be returned to
the County Council, 23rd
January 1985. (26171) 130012

WEST GLAMORGAN
COUNTY COUNCIL
Please see displayed adver-
tisement on Page 47.
(35287) 130012

DUDLEY
METROPOLITAN
BOROUGH
(Equal Opportunity
Employer)
THE HOLLY HALL
SCHOOL
Scotts Green Lane,
Russett Hall Estate,
Dudley DY1 2JW, West
Midlands
(12 - 16 co-ed, comp.
Group 9)
Required Summer Term,
1985, well qualified and
experienced TEACHER for
the demanding and chal-
lenging post of SECOND
MASTER/MISTRESS
(Group 9). This post will
offer opportunity for pro-
fessional development to
those with a large academic
background and a strong
vision of the school. The
successful candidate should
be able to lead the school
to further promotion.
Responsibilities will be
allocated according to the
interests and abilities of
the person appointed.
Details/application
forms (sae) from the Head-
master by 24th January,
1985. (44264) 130015

ESSEX
THORPE BAY HIGH SCHOOL
Southend-on-Sea, Essex
S16 6JH
Required for September 1985
a Head Teacher for this
Group 10 mixed comprehen-
sive school. The successful
candidate will be responsible
for the school's academic
work, and to be involved in
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mentation of the school's
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tration and liaison with
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January 1985. (26171) 130012

BUCKINGHAMSHIRE
COUNTY COUNCIL
AQUAL OPPORTUNITY
EMPLOYER
AQUINERY HIGH SCHOOL
Walton Road, Aylesbury,
Bucks.
Head Teacher: Miss M.S.
Barnard, B.Sc.
Group 11
Questions are invited from
teachers with wide educa-
tional experience to a re-
sponsible level to join the
Senior Management Team of
this school. The successful
candidate will be responsible
for the school's academic
work, and to be involved in
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mentation of the school's
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tration and liaison with
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Walton Road, Aylesbury,
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aspects of school adminis-
tration and liaison with
parents.
Assistance with removal
expenses is given in approved
cases.
Application forms and
further details (sae) from

SECONDARY REMEDIAL AND SPECIAL NEEDS continued

EAST SUSSEX
ALDEN CENTRE
CROFTWOOD
SPECIAL NEEDS TEACHER
Please see Page 45.
(4544)

HILLINGDON
Please see under Special Scale 3, (55458)
151020

Scale 1 Posts

BEDFORDSHIRE
NORTHERN AREA
THE STURGEON WHITEHEAD
UPPER SCHOOL
Shefford, Shefford, Bedfordshire
Headmaster: Mr. K. Rodwell
Tel: 513798
151020

HOUSLOW
GUYMERE CATHOLIC
SCHOOL FOR BOYS
The Rids, Denton Manor
Denton, Middlesex TW8 9LH
Tel: 01-558 7881
Headmaster: Mr. M. J. Bovill
151020

HOUSLOW
GUYMERE CATHOLIC
SCHOOL FOR BOYS
The Rids, Denton Manor
Denton, Middlesex TW8 9LH
Tel: 01-558 7881
Headmaster: Mr. M. J. Bovill
151020

NORTHAMPTONSHIRE
NORTHAMPTON SCHOOL
Spinnery Hill
Northampton NN1 1DG
Comprehensive Upper School for Girls
Age range 11-18 years
Number on roll: 807
Form 119
151020

By Subject Classification

Art and Design

Heads of Department

WEST SUSSEX
WINDYBUSH SCHOOL
Three Bridges
Three Bridges, West Sussex
151020

Scale 1 Posts

BURY
METROPOLITAN BOROUGH
CITY OF BURY
Temporary teacher (Scale 1)
For Art and Design across the
whole range for Redcliffe
School, Bury, Bedfordshire
151020

Scale 1 Posts

ESSEX
KING JOHN SCHOOL
Shipley Drive
Thundersley, Basildon
Tel: 0206 558284
(Roll 1273)
151020

Scale 1 Posts

HOUSLOW
GUYMERE CATHOLIC
SCHOOL FOR BOYS
The Rids, Denton Manor
Denton, Middlesex TW8 9LH
Tel: 01-558 7881
Headmaster: Mr. M. J. Bovill
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151020

NORTHAMPTONSHIRE
NORTHAMPTON SCHOOL
Spinnery Hill
Northampton NN1 1DG
Comprehensive Upper School for Girls
Age range 11-18 years
Number on roll: 807
Form 119
151020

Scale 2 Posts and above

ESSEX
KING JOHN SCHOOL
Shipley Drive
Thundersley, Basildon
Tel: 0206 558284
(Roll 1273)
151020

Scale 1 Posts

BURY
METROPOLITAN BOROUGH
CITY OF BURY
Temporary teacher (Scale 1)
For Art and Design across the
whole range for Redcliffe
School, Bury, Bedfordshire
151020

Scale 1 Posts

ESSEX
KING JOHN SCHOOL
Shipley Drive
Thundersley, Basildon
Tel: 0206 558284
(Roll 1273)
151020

Scale 1 Posts

HOUSLOW
GUYMERE CATHOLIC
SCHOOL FOR BOYS
The Rids, Denton Manor
Denton, Middlesex TW8 9LH
Tel: 01-558 7881
Headmaster: Mr. M. J. Bovill
151020

Scale 1 Posts

HOUSLOW
GUYMERE CATHOLIC
SCHOOL FOR BOYS
The Rids, Denton Manor
Denton, Middlesex TW8 9LH
Tel: 01-558 7881
Headmaster: Mr. M. J. Bovill
151020

Scale 1 Posts

NORTHAMPTONSHIRE
NORTHAMPTON SCHOOL
Spinnery Hill
Northampton NN1 1DG
Comprehensive Upper School for Girls
Age range 11-18 years
Number on roll: 807
Form 119
151020

Scale 2 Posts and above

ESSEX
KING JOHN SCHOOL
Shipley Drive
Thundersley, Basildon
Tel: 0206 558284
(Roll 1273)
151020

HAMPSHIRE
BRIGHTON HILL SCHOOL
Brighton Way, Basingstoke
RG24 4HS
Comprehensive
151020

Scale 2 Posts and above

ESSEX
KING JOHN SCHOOL
Shipley Drive
Thundersley, Basildon
Tel: 0206 558284
(Roll 1273)
151020

Scale 2 Posts and above

HOUSLOW
GUYMERE CATHOLIC
SCHOOL FOR BOYS
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Northampton NN1 1DG
Comprehensive Upper School for Girls
Age range 11-18 years
Number on roll: 807
Form 119
151020

Scale 2 Posts and above

ESSEX
KING JOHN SCHOOL
Shipley Drive
Thundersley, Basildon
Tel: 0206 558284
(Roll 1273)
151020

ESSEX
THE SANDON SCHOOL
Sandon Lane, Chelmsford
CM1 7AQ
Tel: 75511
151020

Scale 2 Posts and above

ESSEX
KING JOHN SCHOOL
Shipley Drive
Thundersley, Basildon
Tel: 0206 558284
(Roll 1273)
151020

Scale 2 Posts and above

HOUSLOW
GUYMERE CATHOLIC
SCHOOL FOR BOYS
The Rids, Denton Manor
Denton, Middlesex TW8 9LH
Tel: 01-558 7881
Headmaster: Mr. M. J. Bovill
151020

Scale 2 Posts and above

HOUSLOW
GUYMERE CATHOLIC
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The Rids, Denton Manor
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151020

Scale 2 Posts and above

NORTHAMPTONSHIRE
NORTHAMPTON SCHOOL
Spinnery Hill
Northampton NN1 1DG
Comprehensive Upper School for Girls
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Scale 2 Posts and above

ESSEX
KING JOHN SCHOOL
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(Roll 1273)
151020

HAVERING
LONDON BOROUGH OF
HAVERING
MAYFARL PARK SCHOOL
Haverling
RM11 8SD
151020

Scale 2 Posts and above

ESSEX
KING JOHN SCHOOL
Shipley Drive
Thundersley, Basildon
Tel: 0206 558284
(Roll 1273)
151020

Scale 2 Posts and above

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Scale 2 Posts and above

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Scale 2 Posts and above

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KING JOHN SCHOOL
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(Roll 1273)
151020

SECONDARY
ECONOMICS & BUSINESS
STUDIES
continued

Scale 2 Posts and above

ESSEX
KING JOHN SCHOOL
Shipley Drive
Thundersley, Basildon
Tel: 0206 558284
(Roll 1273)
151020

Scale 2 Posts and above

HOUSLOW
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151020

Scale 2 Posts and above

ESSEX
KING JOHN SCHOOL
Shipley Drive
Thundersley, Basildon
Tel: 0206 558284
(Roll 1273)
151020

NORTH TYNESIDE
METROPOLITAN BOROUGH
OF NORTH TYNESIDE
EDUCATION COMMITTEE
11-18 R.C. Comprehensive
Hill School
Preston Road, North
Tyneside, Tyne and Wear NE9 9BQ
151020

Scale 2 Posts and above

ESSEX
KING JOHN SCHOOL
Shipley Drive
Thundersley, Basildon
Tel: 0206 558284
(Roll 1273)
151020

Scale 2 Posts and above

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Spinnery Hill
Northampton NN1 1DG
Comprehensive Upper School for Girls
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Form 119
151020

Scale 2 Posts and above

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Shipley Drive
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Tel: 0206 558284
(Roll 1273)
151020

HAVERING
LONDON BOROUGH OF
HAVERING
MAYFARL PARK SCHOOL
Haverling
RM11 8SD
151020

Scale 2 Posts and above

ESSEX
KING JOHN SCHOOL
Shipley Drive
Thundersley, Basildon
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(Roll 1273)
151020

Scale 2 Posts and above

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Scale 2 Posts and above

NORTHAMPTONSHIRE
NORTHAMPTON SCHOOL
Spinnery Hill
Northampton NN1 1DG
Comprehensive Upper School for Girls
Age range 11-18 years
Number on roll: 807
Form 119
151020

Scale 2 Posts and above

ESSEX
KING JOHN SCHOOL
Shipley Drive
Thundersley, Basildon
Tel: 0206 558284
(Roll 1273)
151020

LONDON SW1
GREY COAT HOSPITAL
Greys Road, Twickenham
TW9 1EX
Voluntary Aided Church of
England School
151020

Scale 2 Posts and above

ESSEX
KING JOHN SCHOOL
Shipley Drive
Thundersley, Basildon
Tel: 0206 558284
(Roll 1273)
151020

Scale 2 Posts and above

HOUSLOW
GUYMERE CATHOLIC
SCHOOL FOR BOYS
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Denton, Middlesex TW8 9LH
Tel: 01-558 7881
Headmaster: Mr. M. J. Bovill
151020

Scale 2 Posts and above

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The Rids, Denton Manor
Denton, Middlesex TW8 9LH
Tel: 01-558 7881
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151020

Scale 2 Posts and above

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NORTHAMPTON SCHOOL
Spinnery Hill
Northampton NN1 1DG
Comprehensive Upper School for Girls
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Number on roll: 807
Form 119
151020

Scale 2 Posts and above

ESSEX
KING JOHN SCHOOL
Shipley Drive
Thundersley, Basildon
Tel: 0206 558284
(Roll 1273)
151020

RICHMOND
UPON THAMES
LONDON BOROUGH OF
RICHMOND UPON
THAMES
151020

Scale 2 Posts and above

ESSEX
KING JOHN SCHOOL
Shipley Drive
Thundersley, Basildon
Tel: 0206 558284
(Roll 1273)
151020

Scale 2 Posts and above

HOUSLOW
GUYMERE CATHOLIC
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LONDON BOROUGH OF
HAVERING
MAYFARL PARK SCHOOL
Haverling
RM11 8SD
151020

Scale 2 Posts and above

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NORTHAMPTON SCHOOL
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ESSEX
KING JOHN SCHOOL
Shipley Drive
Thundersley, Basildon
Tel: 0206 558284
(Roll 1273)
151020

Opportunities with Nottinghamshire

Unless otherwise stated the following posts are required for the Summer Term, 1985
Applicants should send their applications to the Head Teacher of the school concerned on receipt of a stamped addressed envelope
Closing date: 25th January, 1985 unless otherwise indicated

PRIMARY
Scale 2 - Nursery Teacher.
ARBORHURST NURSERY SCHOOL, Arborhurs, Nottingham NG1 4JA
Headmaster: Mrs. E. Johnson, B.A.
151020

Scale 2 - Head of Infant Department
ST. EDWARD CATHOLIC (AIDED) PRIMARY SCHOOL, Tewkesbury Close, Burgh
Headmaster: E. B. Dwyer
151020

Scale 2 - Infant Teacher.
ST. JOSEPH'S R.C. (AIDED) PRIMARY SCHOOL, Main Road, Bougham, Newark
Headmaster: T. J. Adams
151020

SECONDARY
Scale 1 - Head of Mathematics.
RUSHCROFT COMPREHENSIVE SCHOOL, Boundary Road, West Bridgford, Not-
tingham NG2 7BN
Headmaster: P. D. Channing, B.Sc.
151020

Scale 1 - Physics
BECNET R.C. (AIDED) COMPREHENSIVE SCHOOL, Ruddington Lane, Willard, Not-
tingham NG17 7DL
Headmaster: D. W. McGawley
151020

Scale 2 - Chemistry.
ASHFIELD COMPREHENSIVE SCHOOL, Sutton Road, Kirby-in-Ashfield, Not-
tingham NG17 8HP
Headmaster: R. G. Gilson, M.A., M.Ed.
151020

Scale 2 - English
GROVE COMPREHENSIVE SCHOOL, London Road, New Balderton, Newark, Not-
tingham NG24 3AL
Headmaster: W. Short, B.A.
151020

Scale 2 - Mathematics.
ALDERMAN WHITE COMPREHENSIVE SCHOOL, Chawell Lane, Bramcote, Beeston,
Nottingham NG9 3SD
Headmaster: Mrs. M. C. Clark
151020

Scale 2 - Physics or Chemistry.
SUTTON CENTRE COMPREHENSIVE SCHOOL, High Pavement, Sutton-in-Ashfield,
Nottingham NG17 1BE
Headmaster: T. King, J.P., B.A.
151020

SPECIAL
Scale 1 or 2 (B) Post - Music/Drama/Dance.
WESTBURY SCHOOL, Luton Road, New Balderton, Nottingham NG24 3AL
Headmaster: A. Walker
151020

Scale 2 - Music/Drama/Dance.
SUTTON CENTRE COMPREHENSIVE SCHOOL, High Pavement, Sutton-in-Ashfield,
Nottingham NG17 1BE
Headmaster: T. King, J.P., B.A.
151020

Nottinghamshire County Council
County Hall West Bridgford Nottingham NG2 7QP

SECONDARY MUSIC

continued

BUCKINGHAMSHIRE
COUNCIL
 FOR BOYS' AND GIRLS' EDUCATION
 Teacher of Music and General Subjects (Scale 3a)
 See under 'Special education' scale 2 and above. 133890

DERBYSHIRE
 See Derbyshire Display
 1985. C/0/15. Page 133890

NORTHAMPTONSHIRE

HEAD OF MUSIC
 NORTHAMPTON SCHOOL
 MREWAY UPPER
 SCHOOL (JOINTLY)

This is an interesting new post requiring a teacher to stimulate music activities in two schools. The work will involve some class teaching, the development of music as an extra-curricular activity, and the initiation of some instrumental playing groups and a music society. An enthusiastic teacher with wide musical interests is sought.

Further details and application form available from County Education Officer, (ref W/C), Northampton NNI 5X. Please enclose SAE.

Closing date: 25th January 1985. (44368) 133890

STAFFORDSHIRE

EDUCATION COMMITTEE
COUNCIL

Required for 22nd April 1985.
 (a) A full-time peripatetic Violin Teacher who would be responsible for the Violin in the Western Region and half the Eastern Region and half the Western Region and half the Eastern Region. Part-time applications for the other half of this work would be considered.
 (b) A full-time Cello Teacher for the Southern and Eastern areas of the County. Salary scale for suitably qualified and experienced teachers who are not listed teachers will be considered. £23,442 to £25,556 per annum.
 Applicants must possess a current licence.
 Application forms and further particulars obtainable from and returnable to the County Education Officer, County Education Department, Corporation Street, Stoke-on-Trent ST4 6LJ. Closing date 25th January 1985. (44375) 133890

Scale 1 Posts

HUMBERSIDE
COUNCIL
EDUCATION DEPARTMENT

Required for April 1985 a teacher of Music Scale 1 to join the Faculty of Creative and Performing Arts. Applicants should be able to contribute to the wider programme of the school and have particular design links with Drama and Dance.
 This is a 13-15 mixed comprehensive school with some 1500 pupils. Further details and application forms (SAE) are available from the Head, to whom completed forms should be returned not later than 25th January. 133892

EDUCATION DEPARTMENT

Temporary Peripatetic Teachers of Music

Woodwind Cello

Scale 1

Applications are invited for the above vacancies for suitably experienced candidates to cover maternity vacancies.

In addition to teaching duties, there may be opportunities for ensemble playing in concerts for schools.

Vacant: 25th February, 1985.

Application forms and further details are available (a.s.) from the Director of Education (Ref: S26) at County Hall.

Closing date: 25th January, 1985.

(0407)

Nottinghamshire
County Council
 County Hall, West Bridgford
 Nottingham NG2 7BN

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RICHMOND UPON THAMES

EDUCATION COMMITTEE
FRANCE HILL SCHOOL
 Weybridge Road, Weybridge, Surrey

Required for April 1985 a teacher of Music Scale 1 to join the Faculty of Creative and Performing Arts. Applicants should be able to contribute to the wider programme of the school and have particular design links with Drama and Dance.
 This is a 13-15 mixed comprehensive school with some 1500 pupils. Further details and application forms (SAE) are available from the Head, to whom completed forms should be returned not later than 25th January. 133892

CO-ORDINATOR OF INSTRUMENTAL STUDIES

(Up to 0.5 available)

A well qualified and experienced musician is sought to supervise and conduct group music making in extra-curricular time.

Application forms and further details from and returnable to the County Education Officer, (ref W/C), Northampton NNI 5X. Please enclose SAE.

Closing date: 25th January 1985. (44368) 133890

Pastoral

Heads of Department

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SURREY

EDUCATION COMMITTEE
FRANCE HILL SCHOOL
 Weybridge Road, Weybridge, Surrey

Required for April 1985 a teacher of Music Scale 1 to join the Faculty of Creative and Performing Arts. Applicants should be able to contribute to the wider programme of the school and have particular design links with Drama and Dance.
 This is a 13-15 mixed comprehensive school with some 1500 pupils. Further details and application forms (SAE) are available from the Head, to whom completed forms should be returned not later than 25th January. 133892

CO-ORDINATOR OF INSTRUMENTAL STUDIES

(Up to 0.5 available)

A well qualified and experienced musician is sought to supervise and conduct group music making in extra-curricular time.

Application forms and further details from and returnable to the County Education Officer, (ref W/C), Northampton NNI 5X. Please enclose SAE.

Closing date: 25th January 1985. (44368) 133890

Physical Education

Heads of Department

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CAMBRIDGESHIRE

EDUCATION COMMITTEE
FRANCE HILL SCHOOL
 Weybridge Road, Weybridge, Surrey

Required for April 1985 a teacher of Music Scale 1 to join the Faculty of Creative and Performing Arts. Applicants should be able to contribute to the wider programme of the school and have particular design links with Drama and Dance.
 This is a 13-15 mixed comprehensive school with some 1500 pupils. Further details and application forms (SAE) are available from the Head, to whom completed forms should be returned not later than 25th January. 133892

CO-ORDINATOR OF INSTRUMENTAL STUDIES

(Up to 0.5 available)

A well qualified and experienced musician is sought to supervise and conduct group music making in extra-curricular time.

Application forms and further details from and returnable to the County Education Officer, (ref W/C), Northampton NNI 5X. Please enclose SAE.

Closing date: 25th January 1985. (44368) 133890

Physical Education

Heads of Department

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INDEPENDENT HEADS AND DEPUTY HEADS

OAKBANK LIST D SCHOOL, ABERDEEN

1. HEAD

Applications are invited for the above post which will become vacant on the retirement of the present incumbent in the Spring. This residential school provides accommodation for boys aged 12-18 on admission and is located in a pleasant, residential part of the city. The Headmaster who has responsibility for the day to day running of the school, supported by an Independent Board of Governors, should be a person professionally qualified in education or social work, and have had supervisory and administrative experience in the residential field. The school's educational staff consists of teachers of academic subjects and also highly qualified trade instructors. This facilitates a wide spectrum of educational practice ranging from residential work in the basic subjects to 'O' grade presentation. In addition there are well-structured courses leading to Scottish Certificate in Vocational Studies. Standard Grade courses are presently being introduced.

At Oakbank emphasis is placed on social education and a genuine sharing of responsibility between staff and children for day-to-day living is the aim. This concept involves the use of group and individual counselling, community meetings and a school council. There is a Planning Group which assesses the educational and social needs of the pupils and prepares individual programmes for meeting these needs. Salary range £15,582 - £19,894 per annum inclusive of allowances is payable dependent on qualifications.

2. Deputy Head (Social Work)

Applications are also invited for the post of Deputy Head (Social Work) shortly to become vacant, again because of retirement. The successful applicant must have a recognised social work qualification, good experience of liaison with social work departments and other external agencies. He/she will be part of a senior management team consisting of Headmaster, Deputy Head, Education and Deputy Head, Social Work. Salary within the range of £15,480 to £19,940 per annum inclusive of allowances is payable, dependent upon qualifications and experience (salary currently under review).

Both of these posts are superannuable and attract annual leave allowance of 8 weeks 1 day inclusive of public holidays. Applications should be made in writing to the Official Correspondent, Oakbank School, Midway Road, Aberdeen, AB9 2XP, with the names of two referees, by 31st January 1985.

(0832)

STOCKPORT GRAMMAR SCHOOL Founded 1487

Applications are invited for the post of

HEAD

which will become vacant in September 1985.

This independent co-educational day school, represented on the HMC, has 960 pupils in the Senior School including 240 in the Sixth Form. There is also a Junior School with 280 pupils.

An attractive remuneration package well in excess of Burnham, including a 4 bedroomed house, will be offered.

Application forms can be obtained from The Clerk to the Governors, The Grammar School, Stockport, Cheshire, SK2 7AF (Telephone (061) 456 6428).

The closing date for applications is 31st January 1985.

(0636)

THE HULME GRAMMAR SCHOOL FOR GIRLS, OLDHAM

The Governors invite applications from suitably qualified and experienced persons for the

HEADSHIP

of the above School. The post will become vacant from the 1st September, 1985, on the resignation of the present Headmistress Miss M. A. Winfield B. A., consequent upon her appointment as Headmistress of Bath High School.

The School is an Independent Day School formerly Direct Grant and is in membership of the G.B.G.S.A. and G.S.A. There are currently 521 Girls in the Schools; 87 in the Junior School and 434 in the Main School, of which 107 are in the Sixth Forms. Full details may be found in the Girls School Year Book. For salary purposes the School is Group 9 plus Governors' Discretionary Allowance.

Application forms and further details may be obtained from the Clerk to the Governors, Hulme Grammar Schools, Chamber Road, Oldham, Telephone 061 624 8442. Closing date for applications 31st January, 1985.

(0522)

Classics

Other Assistants

PETERBOROUGH

OUNDE SCHOOL
There will be a vacancy in April for a well qualified graduate to teach Latin up to and including 'A' Level. This post will be held on a full-time basis from September 1985. The successful candidate will be responsible for the teaching of Latin to a wide range of pupils. An ability to contribute enthusiastically to the life of a boarding school will be a strong recommendation. Accommodation is available to both unmarried and married staff. Applications, including the names of two referees, should be sent to The Headmaster, Cundie School, Cundie, Peterborough PE2 4EN. (44559) 182924

PETERBOROUGH
OUNDE SCHOOL
Required for September 1985, a well qualified and motivated teacher to teach Economics throughout the school, up to and including 'A' Level and O' level. The successful candidate will be responsible for the teaching of Economics to a wide range of pupils. An ability to contribute enthusiastically to the life of a boarding school will be a strong recommendation. Accommodation is available to both unmarried and married staff. Applications, including the names of two referees, should be sent to The Headmaster, Cundie School, Cundie, Peterborough PE2 4EN. (44559) 182924

Computer Studies

Other Assistants

HAMPSHIRE

BEALES SCHOOL
Peterfield, Hampshire GU38 2DG
Independent Co-educational Boarding School
Required for September 1985, a well qualified and motivated teacher to teach Computing throughout the school, up to and including 'A' Level and O' level. The successful candidate will be responsible for the teaching of Computing to a wide range of pupils. An ability to contribute enthusiastically to the life of a boarding school will be a strong recommendation. Accommodation is available to both unmarried and married staff. Applications, including the names of two referees, should be sent to The Headmaster, Beales School, Peterfield, Hampshire GU38 2DG. (44559) 182924

WITHINGTON GIRLS' SCHOOL

Wellington Road, Fallowfield, Manchester M14 6BL

APPOINTMENT OF HEAD

The Governors invite applications from Graduates with wide experience for the post of HEAD which will become vacant on 1st January, 1986 on the retirement of the present Headmistress, Miss Marjorie Hulme B.A.

Salary according to qualifications and experience but not less than Burnham Group 9.

Withington is an independent - formerly direct grant - day school for girls for about 680 pupils aged 7-18 including 100 in the Junior Department and 130 in the Sixth Form. The school is a member of the GBGSA and the GSA and offers Government Assisted Places for girls aged 11 and 16 years.

Further particulars may be obtained from the Clerk to the Governors at the school to whom applications by letter with the names and addresses of three referees should be sent by 18th February, 1985.

(0654)

Economics & Business Studies

Other Assistants

MIDDLESEX

TEMPORARY ECONOMIST
Young Economist required for September 1985 for two years to teach Sixth Form to level in various departments with excellent facilities. Harrow salary scale. Accommodation available. The Headmaster, Harrow on the Hill, Harrow, Middlesex, HA1 1AA. (44559) 182924

PETERBOROUGH
OUNDE SCHOOL
Required for September 1985, a well qualified and motivated teacher to teach Economics throughout the school, up to and including 'A' Level and O' level. The successful candidate will be responsible for the teaching of Economics to a wide range of pupils. An ability to contribute enthusiastically to the life of a boarding school will be a strong recommendation. Accommodation is available to both unmarried and married staff. Applications, including the names of two referees, should be sent to The Headmaster, Cundie School, Cundie, Peterborough PE2 4EN. (44559) 182924

English

Heads of Department

OXFORDSHIRE

SCHOOL OF HELEN AND S. KATHARINE
Henley-on-Thames, Oxfordshire OX14 1BE
(C of E) day school, direct grant, 500 girls; 140 in 6th form.
Required for September, good honours graduate with a lively and vigorous approach to teaching, to take charge of the department, teaching throughout the school from 11 plus to the Sixth Form. The successful candidate will be responsible for the teaching of English to a wide range of pupils. An ability to contribute enthusiastically to the life of a boarding school will be a strong recommendation. Accommodation is available to both unmarried and married staff. Applications, including the names of two referees, should be sent to The Headmaster, Helen and S. Katharine School, Henley-on-Thames, Oxfordshire OX14 1BE. (44559) 182924

WITHINGTON GIRLS' SCHOOL

Wellington Road, Fallowfield, Manchester M14 6BL

APPOINTMENT OF HEAD

The Governors invite applications from Graduates with wide experience for the post of HEAD which will become vacant on 1st January, 1986 on the retirement of the present Headmistress, Miss Marjorie Hulme B.A.

Salary according to qualifications and experience but not less than Burnham Group 9.

Withington is an independent - formerly direct grant - day school for girls for about 680 pupils aged 7-18 including 100 in the Junior Department and 130 in the Sixth Form. The school is a member of the GBGSA and the GSA and offers Government Assisted Places for girls aged 11 and 16 years.

Further particulars may be obtained from the Clerk to the Governors at the school to whom applications by letter with the names and addresses of three referees should be sent by 18th February, 1985.

(0654)

Other Assistants

Other Assistants

BERKSHIRE

Well-qualified, energetic Directors of Studies, experienced in Residential English Language Courses for students aged 11-18 and over, are required for our Summer programme. Further details and application forms from Holiday Course Office, Padworth College, near Reading, Berks, RG6 4NY. Enclosing Sarge 4.0. (44718) 182924

LEICESTER
RATCLIFFE COLLEGE
Leicester LE1 7BG
Day boys and girls 11-18
Required for April 1985, or as soon as possible thereafter, a graduate to teach English. The ability to teach A-level with drama would be particularly welcome. The successful applicant will be responsible for the teaching of English to a wide range of pupils. An ability to contribute enthusiastically to the life of a boarding school will be a strong recommendation. Accommodation is available to both unmarried and married staff. Applications, including the names of two referees, should be sent to The Headmaster, Ratcliffe College, Leicester LE1 7BG. (44559) 182924

HERTFORDSHIRE
THE HABERDASHERS' ASKE'S SCHOOL
Elstree, Birmingham, B22 3AF
Hertfordshire WD6 3AF
Tel: 01-207 4383

(HMC - Independent - 1300 boys - 300 in Sixth)
Required for September a well-qualified GRADUATE with an interest in Physics and Geography, to teach the subject throughout the school - Oxford Geography Project years. Salary generously based on Burnham with possibility of teaching at all levels including Sixth Form. Burnham salary scale. Government Assisted Places for girls aged 11 and 16 years. Further information available from the Headmaster, to whom applications with curriculum vitae and names of two referees should be sent at once. (38875) 182924

NEWCASTLE
UPON TYNE
ROYAL GRAMMAR SCHOOL
Sunderland, Tyne and Wear, NE5 4DX
HMC Independent Assisted Places Scheme 300 in Sixth Form.
Required for September 1985 a well-qualified GRADUATE to teach History to the Sixth Form (11 to 18th century). Some Middlesex salary scale. Government Assisted Places for girls aged 11 and 16 years. Further information available from the Headmaster, to whom applications with curriculum vitae and names of two referees should be sent at once. (38875) 182924

THE HABERDASHERS' ASKE'S SCHOOL

Elstree, BOREHAMWOOD, HERTFORDSHIRE, WD6 3AF

Tel: 01-207 4323

(HMC - Independent - 1,300 boys - 300 in Sixth)

Required for September 1985

a HEAD of

CLASSICS.

Further particulars available from the Headmaster.

(0654)

Geography

Other Assistants

HAMPSHIRE

BEALES SCHOOL
Peterfield, Hampshire GU38 2DG
Independent Co-educational Boarding School
Required for September 1985, a well qualified and motivated teacher to teach Geography throughout the school, up to and including 'A' Level and O' level. The successful candidate will be responsible for the teaching of Geography to a wide range of pupils. An ability to contribute enthusiastically to the life of a boarding school will be a strong recommendation. Accommodation is available to both unmarried and married staff. Applications, including the names of two referees, should be sent to The Headmaster, Beales School, Peterfield, Hampshire GU38 2DG. (44559) 182924

LEICESTER
RATCLIFFE COLLEGE
Leicester LE1 7BG
Day boys and girls 11-18
Required for April 1985, or as soon as possible thereafter, a graduate to teach English. The ability to teach A-level with drama would be particularly welcome. The successful applicant will be responsible for the teaching of English to a wide range of pupils. An ability to contribute enthusiastically to the life of a boarding school will be a strong recommendation. Accommodation is available to both unmarried and married staff. Applications, including the names of two referees, should be sent to The Headmaster, Ratcliffe College, Leicester LE1 7BG. (44559) 182924

HERTFORDSHIRE
THE HABERDASHERS' ASKE'S SCHOOL
Elstree, Birmingham, B22 3AF
Hertfordshire WD6 3AF
Tel: 01-207 4383

(HMC - Independent - 1300 boys - 300 in Sixth)
Required for September a well-qualified GRADUATE with an interest in Physics and Geography, to teach the subject throughout the school - Oxford Geography Project years. Salary generously based on Burnham with possibility of teaching at all levels including Sixth Form. Burnham salary scale. Government Assisted Places for girls aged 11 and 16 years. Further information available from the Headmaster, to whom applications with curriculum vitae and names of two referees should be sent at once. (38875) 182924

NEWCASTLE
UPON TYNE
ROYAL GRAMMAR SCHOOL
Sunderland, Tyne and Wear, NE5 4DX
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THE HABERDASHERS' ASKE'S SCHOOL

Elstree, BOREHAMWOOD, HERTFORDSHIRE, WD6 3AF

Tel: 01-207 4323

(HMC - Independent - 1,300 boys - 300 in Sixth)

Required for September 1985

a HEAD of

CLASSICS.

Further particulars available from the Headmaster.

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INDEPENDENT EDUCATION continued

History

Other Assistants

CHANNEL ISLANDS

THE LADIES' COLLEGE
Guernsey (G.B.G.S.A.)
Direct Grant Day Girls' School, 500 pupils 5-18 years with approx. 50 in combined Sixth Form. Required for September 1985, a well qualified and motivated teacher to teach History to the Sixth Form (11 to 18th century). Some Middlesex salary scale. Government Assisted Places for girls aged 11 and 16 years. Further information available from the Headmaster, to whom applications with curriculum vitae and names of two referees should be sent at once. (38875) 182924

WEST YORKSHIRE
ACKWORTH SCHOOL
Ackworth, Leeds LS17 7LT
Required for September 1985, a well qualified and motivated teacher to teach History to the Sixth Form (11 to 18th century). Some Middlesex salary scale. Government Assisted Places for girls aged 11 and 16 years. Further information available from the Headmaster, to whom applications with curriculum vitae and names of two referees should be sent at once. (38875) 182924

HERTFORDSHIRE
THE HABERDASHERS' ASKE'S SCHOOL
Elstree, Birmingham, B22 3AF
Hertfordshire WD6 3AF
Tel: 01-207 4383

(HMC - Independent - 1300 boys - 300 in Sixth)
Required for September a well-qualified GRADUATE with an interest in Physics and Geography, to teach the subject throughout the school - Oxford Geography Project years. Salary generously based on Burnham with possibility of teaching at all levels including Sixth Form. Burnham salary scale. Government Assisted Places for girls aged 11 and 16 years. Further information available from the Headmaster, to whom applications with curriculum vitae and names of two referees should be sent at once. (38875) 182924

NEWCASTLE
UPON TYNE
ROYAL GRAMMAR SCHOOL
Sunderland, Tyne and Wear, NE5 4DX
HMC Independent Assisted Places Scheme 300 in Sixth Form.
Required for September 1985 a well-qualified GRADUATE to teach History to the Sixth Form (11 to 18th century). Some Middlesex salary scale. Government Assisted Places for girls aged 11 and 16 years. Further information available from the Headmaster, to whom applications with curriculum vitae and names of two referees should be sent at once. (38875) 182924

THE HABERDASHERS' ASKE'S SCHOOL

Elstree, BOREHAMWOOD, HERTFORDSHIRE, WD6 3AF

Tel: 01-207 4323

(HMC - Independent - 1,300 boys - 300 in Sixth)

Required for September 1985

a HEAD of

CLASSICS.

Further particulars available from the Headmaster.

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MIDDLESEX

THE JOHN LYON SCHOOL
Rayners, Middlesex
Required for September 1985, a well qualified and motivated teacher to teach Mathematics to the Sixth Form (11 to 18th century). Some Middlesex salary scale. Government Assisted Places for girls aged 11 and 16 years. Further information available from the Headmaster, to whom applications with curriculum vitae and names of two referees should be sent at once. (38875) 182924

WEST YORKSHIRE
ACKWORTH SCHOOL
Ackworth, Leeds LS17 7LT
Required for September 1985, a well qualified and motivated teacher to teach Mathematics to the Sixth Form (11 to 18th century). Some Middlesex salary scale. Government Assisted Places for girls aged 11 and 16 years. Further information available from the Headmaster, to whom applications with curriculum vitae and names of two referees should be sent at once. (38875) 182924

HERTFORDSHIRE
THE HABERDASHERS' ASKE'S SCHOOL
Elstree, Birmingham, B22 3AF
Hertfordshire WD6 3AF
Tel: 01-207 4383

(HMC - Independent - 1300 boys - 300 in Sixth)
Required for September a well-qualified GRADUATE with an interest in Physics and Geography, to teach the subject throughout the school - Oxford Geography Project years. Salary generously based on Burnham with possibility of teaching at all levels including Sixth Form. Burnham salary scale. Government Assisted Places for girls aged 11 and 16 years. Further information available from the Headmaster, to whom applications with curriculum vitae and names of two referees should be sent at once. (38875) 182924

NEWCASTLE
UPON TYNE
ROYAL GRAMMAR SCHOOL
Sunderland, Tyne and Wear, NE5 4DX
HMC Independent Assisted Places Scheme 300 in Sixth Form.
Required for September 1985 a well-qualified GRADUATE to teach History to the Sixth Form (11 to 18th century). Some Middlesex salary scale. Government Assisted Places for girls aged 11 and 16 years. Further information available from the Headmaster, to whom applications with curriculum vitae and names of two referees should be sent at once. (38875) 182924

THE HABERDASHERS' ASKE'S SCHOOL

Elstree, BOREHAMWOOD, HERTFORDSHIRE, WD6 3AF

Tel: 01-207 4323

(HMC - Independent - 1,300 boys - 300 in Sixth)

Required for September 1985

a HEAD of

CLASSICS.

Further particulars available from the Headmaster.

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NORTHUMBERLAND

CLARENDON SCHOOL
Hawton Park, Bedford MK45 3BL
Independent school; 190 boarders, 65 day girls
Required for September 1985, a well qualified and motivated teacher to teach Mathematics to the Sixth Form (11 to 18th century). Some Middlesex salary scale. Government Assisted Places for girls aged 11 and 16 years. Further information available from the Headmaster, to whom applications with curriculum vitae and names of two referees should be sent at once. (38875) 182924

WEST YORKSHIRE
ACKWORTH SCHOOL
Ackworth, Leeds LS17 7LT
Required for September 1985, a well qualified and motivated teacher to teach Mathematics to the Sixth Form (11 to 18th century). Some Middlesex salary scale. Government Assisted Places for girls aged 11 and 16 years. Further information available from the Headmaster, to whom applications with curriculum vitae and names of two referees should be sent at once. (38875) 182924

HERTFORDSHIRE
THE HABERDASHERS' ASKE'S SCHOOL
Elstree, Birmingham, B22 3AF
Hertfordshire WD6 3AF
Tel: 01-207 4383

(HMC - Independent - 1300 boys - 300 in Sixth)
Required for September a well-qualified GRADUATE with an interest in Physics and Geography, to teach the subject throughout the school - Oxford Geography Project years. Salary generously based on Burnham with possibility of teaching at all levels including Sixth Form. Burnham salary scale. Government Assisted Places for girls aged 11 and 16 years. Further information available from the Headmaster, to whom applications with curriculum vitae and names of two referees should be sent at once. (38875) 182924

NEWCASTLE
UPON TYNE
ROYAL GRAMMAR SCHOOL
Sunderland, Tyne and Wear, NE5 4DX
HMC Independent Assisted Places Scheme 300 in Sixth Form.
Required for September 1985 a well-qualified GRADUATE to teach History to the Sixth Form (11 to 18th century). Some Middlesex salary scale. Government Assisted Places for girls aged 11 and 16 years. Further information available from the Headmaster, to whom applications with curriculum vitae and names of two referees should be sent at once. (38875) 182924

THE HABERDASHERS' ASKE'S SCHOOL

Elstree, BOREHAMWOOD, HERTFORDSHIRE, WD6 3AF

COLLEGES OF FURTHER EDUCATION

Heads of Department

LINCOLNSHIRE

STAMFORD COLLEGE FOR FURTHER EDUCATION

HEAD OF DEPARTMENT OF CONSTRUCTION AND BUILDING TRADES

Applications are invited from candidates with substantial experience in F.E. for the headship of this new department which will open in September 1985. The successful candidate will be required to take up the post from 1st May 1985.

Further details and applications forms are obtainable from: The Principal, Stamford College, Drift Road, Stamford, Lincs. PE9 1XA.

Completed forms should be returned by 21 January 1985. (44057) 220018

ilea Inner London Education Authority

PADDINGTON COLLEGE

Vice-Principal

Applications are invited for this post which falls vacant from 15 April 1985 due to the retirement of the present holder, Mr R. F. Lowe. The Principal's management team in this large Group B1 college consists of three Vice-Principals, eight Head of Departments and the Senior Administrative Officer.

Candidates should hold high professional qualifications relevant to the work of the college, have worked at a senior level in teaching, training or administration and possess proven management experience in education, industry or the public sector.

Application forms and further details are available from the Clerk to the Governors, Paddington College, Paddington Green, London W2 1NB, telephone 01-402 6221, extension 66. Completed applications should be returned by 26 January 1985.

Present salary £21,024 a year plus Inner London Allowance of £1038 a year.

ilea is an equal opportunities employer

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WARWICKSHIRE COUNTY COUNCIL MID WARWICKSHIRE COLLEGE OF FURTHER EDUCATION LEAMINGTON SPA

VICE PRINCIPAL (GROUP VII)

Applications are invited from suitably qualified and experienced candidates for the above post.

Please send S.A.E. for further details and application form to: County Education Officer, (Ref SF/JBT), Warwickshire County Council, 22 Northgate Street, Warwick, CV34 4SR, to whom they should be returned by 1st February 1985. (0610)

Lancashire County Council

An Equal Opportunities employer

LANCASTER AND MORECAMBE COLLEGE OF F.E. Morecambe Road, Lancaster.

As soon as possible

VICE PRINCIPAL

Group 5 - £18,024 p.a.

The College Academic Management structure is non-traditional.

Forms/further details from/to the District Education Officer, Education Offices, High Street House, High Street, Lancaster. (SAE please).

Closing date: 24th January, 1985. (0502)

MERSEYSIDE

THE ST. HELENS COLLEGE OF TECHNOLOGY, St. Helens, B.A., D.M.S. M.B.T.M. DEPARTMENT OF CONSTRUCTION AND BUILDING TRADES (Grade V)

Head of Department of Construction and Building Trades (Grade V)

Applications are invited from candidates with substantial experience in F.E. for the headship of this new department which will open in September 1985. The successful candidate will be required to take up the post from 1st May 1985.

Further details and applications forms are obtainable from: The Principal, St. Helens College of Technology, St. Helens, Merseyside, WA10 1PZ. Applications should be completed and returned with a quota reference number 25/PE9.1440551 220018

Completed forms should be returned by 21 January 1985. (44055) 220018

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ESSEX

CHELMFORD COLLEGE OF FURTHER EDUCATION, Chelmsford, Essex, S.E. DEPARTMENT OF CONSTRUCTION AND BUILDING TRADES (Grade IV)

Head of Department of Construction and Building Trades (Grade IV)

Applications are invited from candidates with substantial experience in F.E. for the headship of this new department which will open in September 1985. The successful candidate will be required to take up the post from 1st May 1985.

Further details and applications forms are obtainable from: The Principal, Chelmsford College of Further Education, Chelmsford, Essex, CM1 1LH. Applications should be completed and returned with a quota reference number 25/PE9.1440551 220018

Completed forms should be returned by 21 January 1985. (44055) 220018

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ROTHERHAM

METROPOLITAN COUNCIL DEPARTMENT OF EDUCATION College of Arts and Technology (Science and Materials)

Head of Department of Science and Materials (Grade IV)

Applications are invited from candidates with substantial experience in F.E. for the headship of this new department which will open in September 1985. The successful candidate will be required to take up the post from 1st May 1985.

Further details and applications forms are obtainable from: The Principal, Rotherham College of Arts and Technology, Rotherham, Yorkshire, S60 1QT. Applications should be completed and returned with a quota reference number 25/PE9.1440551 220018

Completed forms should be returned by 21 January 1985. (44055) 220018

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Norfolk County Council Norwich City College of Further & Higher Education

Principal Lecturer

SCHOOL OF COMMUNITY STUDIES

Responsible to the Head of School for the day to day coordination of a wide range of courses for adults employed in a variety of health education or social service work settings, and for the coordination of a number of courses for students with special needs.

Applicants should be graduates and/or possess an appropriate professional qualification relevant to one or more of the areas of work outlined above. They should be able to provide evidence of successful teaching and curriculum development experience and proven management skills relevant to this post.

Salary Scale: £13,095-£14,580 bar - £18,467.

Lecturer II/Senior Lecturer

IN COMPUTER STUDIES

Graduate or equivalent with commercial/teaching experience to teach Computing and Information Technology up to HND/Degree level. Ideally applicants should offer experience of Systems Analysis and Management and/or Software Engineering but other specialisation will be considered.

Salary Scale: £7,548-£11,175 - £14,081.

Further details and application forms may be obtained by sending a large stamped addressed envelope to the Chief Administrative Officer, Norwich City College of Further and Higher Education, Ipswich Road, Norwich NR2 2JL, to whom completed forms should be returned by February 1st, 1985. (0606)

Surrey Education Committee GUILDFORD COUNTY COLLEGE OF TECHNOLOGY Stoke Park, Guildford, Surrey, GU1 1EZ

Invites applications for the appointments of

Deputy Head of Department of Social Work Studies/Principal Lecturer

Appointment to commence on 1 May 1984. Salary in accordance with Burnham scale for Principal Lecturer:

£13,095 - £14,580

plus £258 (fringe area allowance)

Senior Lecturer

to co-ordinate

Pre-Vocational Studies

To co-ordinate and develop college work in YTS and CPVE, including responsibility for the College's YTS Managing Agency. Appointment to commence 1 May 1984. Salary in accordance with the Burnham scale for a Senior Lecturer:

£11,175 - £13,128

plus £258 (fringe area allowance)

Generous relocation expenses available in accordance with Surrey County Council's Scheme (for both appointments).

Application forms and further details (for both posts) available from the Principal (SAE requested). Closing Date - Monday 28 January 1985. (0606)

Lincolnshire

LINCOLN COLLEGE OF TECHNOLOGY

Dean of Faculty of Technology and Head of the Department of Electrical Engineering, Science and Computer Studies

Applications are invited for the above mentioned post which falls vacant from 1st May 1985. The successful candidate will be responsible for the day to day management of the Faculty of Technology and the Department of Electrical Engineering, Science and Computer Studies. A major contribution will be made to the development of the Faculty and the Department at all levels of education, from entry level to postgraduate studies. The successful candidate will be required to provide a leadership role in the Faculty and the Department, and to be responsible for the day to day management of the Faculty and the Department.

Applicants should be well qualified in one or more of the related fields - electronics/information technology/computing, and previous successful experience in further/higher education is essential.

Salary: £14,799-£18,578 p.a. plus Faculty Allowance: £300 p.a. Starting point dependent upon previous experience.

Further particulars and application forms are available from Lincoln College of Technology, Cathedral Street, Lincoln (tel. 0522 30841). Completed application forms should be returned to the Principal at the College within two weeks of the appearance of this advertisement.

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ilea colleges

Applications are invited for the following posts in the ilea colleges. The successful candidate will be responsible for the day to day management of the college and the implementation of the college's policies and objectives. The successful candidate will be required to provide a leadership role in the college and to be responsible for the day to day management of the college.

Further details and applications forms are obtainable from: The Principal, ilea colleges, 100, The Strand, London WC2R 0EL. Applications should be completed and returned with a quota reference number 25/PE9.1440551 220018

Completed forms should be returned by 21 January 1985. (44055) 220018

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AVERY HILL COLLEGE

Stoke Newington, London SE26 2PQ

Principal Lecturer in Early Childhood Education

Required Easter 1985 or as soon as possible

Salary: £11,175 - £13,128

plus £258 (fringe area allowance)

Senior Lecturer

to co-ordinate

Pre-Vocational Studies

To co-ordinate and develop college work in YTS and CPVE, including responsibility for the College's YTS Managing Agency. Appointment to commence 1 May 1984. Salary in accordance with the Burnham scale for a Senior Lecturer:

£11,175 - £13,128

plus £258 (fringe area allowance)

Generous relocation expenses available in accordance with Surrey County Council's Scheme (for both appointments).

Application forms and further details (for both posts) available from the Principal (SAE requested). Closing Date - Monday 28 January 1985. (0606)

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AVON COUNTY

BRISTOL TECHNICAL COLLEGE

Head of Department of Mechanical Engineering

Required Easter 1985 or as soon as possible

Salary: £11,175 - £13,128

plus £258 (fringe area allowance)

Senior Lecturer

to co-ordinate

Pre-Vocational Studies

To co-ordinate and develop college work in YTS and CPVE, including responsibility for the College's YTS Managing Agency. Appointment to commence 1 May 1984. Salary in accordance with the Burnham scale for a Senior Lecturer:

£11,175 - £13,128

plus £258 (fringe area allowance)

Generous relocation expenses available in accordance with Surrey County Council's Scheme (for both appointments).

Application forms and further details (for both posts) available from the Principal (SAE requested). Closing Date - Monday 28 January 1985. (0606)

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YOUTH & COMMUNITY

LEICESTERSHIRE COUNTY COUNCIL

LEICESTERSHIRE COUNTY COUNCIL
An Equal Opportunity Employer

NEW PARKS COMMUNITY PROJECT
St. Oswald's Road, New Parks, Leicester LE3 6RJ
Tel: 873841

COMMUNITY TUTOR
A suitably qualified person is required for the above post. The person will be mainly concerned with the management of community based activities. The person will also need to have an understanding of the other aspects of the projects work (Youth Provision and Formal Adult Education).

Salary: Burnham F.E. Lecturer 1.
Further details and application forms available from Mr. J. Hudson, Head of Project at the above address. Closing date two weeks from the appearance of this advertisement. (35598) 440000

LEICESTERSHIRE COUNTY COUNCIL

LEICESTERSHIRE COUNTY COUNCIL
An Equal Opportunity Employer

COUNTERTHORPE COLLEGE
Winchester Road, Countesthorpe, Leicester LE3 3PR
COMMUNITY TUTOR (YOUTH)
Required: Easter, a qualified and experienced person to tutor (Youth). The post involves a 50% commitment to organizing a range of activities in the local community and a 40% commitment to the school, organizing work experience placement.

Salary: Burnham F.E. Lecturer 1.
Details and application forms available from the Principal of the above College. Closing date two weeks from the appearance of this advertisement. (04359) 440000

Education COUNTY YOUTH SERVICE

Haylands Youth Centre, Bedford

Senior Youth Worker

Applications are invited from qualified and experienced people interested in the development of Youth Work in a community context. The post is a potentially rewarding opportunity for an imaginative person able to identify and promote Community Youth Work objectives.

The appointee will enjoy considerable autonomy within a supportive framework.

Salary JNC Range 3 (4-8) £8,595 - £9,851.

Internal enquiries will be welcomed: telephone Bedford 740846 after 10pm and ask for Mr. Sutton.

Application forms and written details may be obtained from The Chief Education Officer (CVO), County Council, Bedford MK42 9AP. Telephone enquiries to: Mrs E. Goodwin on Bedford 63222 ext 350.

Closing date 26th January 1985.

Bedfordshire is an equal opportunity employer.

Bedfordshire

EDUCATION DEPARTMENT

Youth Worker
£8,994 - £9,975 Inc.

An experienced, qualified Youth Worker is required to join the professional team in a developing Youth Service. Duties include particular responsibility for Roundshaw Youth Centre. This purpose-built, mainstream, youth centre which is on the Roundshaw Estate, Welington, at the east of the Borough, has a varied programme and an active and committed team of voluntary and paid, part-time staff. An allowance where applicable for longer training/higher qualifications is payable. Casual Car User Allowance payable.

Consideration will be given to assistance with removal and legal expenses.

Application forms and further details obtainable from: Mrs H. Robertson, Education Department, The Grove, Carsham, Surrey. Tel: 01-861 5749.

Closing date 25 January 1985.

LONDON BOROUGH OF SUTTON

LEICESTERSHIRE COUNTY COUNCIL

LEICESTERSHIRE COUNTY COUNCIL
An Equal Opportunity Employer

SAFFRON COMMUNITY EDUCATION PROJECT
Leicester

Post of Head of Project available from 1st April, 1985.

Applications are invited from those suitably qualified and experienced in order to lead a team of four other full-time staff in this Project. It is a wide area of responsibility and is based in buildings in this large local authority housing estate in southern Leicester.

Salary: Burnham F.E. Head of Department Grade 2 (£19,325 - £24,135). Further details and application forms can be obtained from the Director of Education, Further Education Section, Education Department, County Hall, Glenfield, Leicester LE3 9JF. Applications are invited to be returned by Friday 25th January, 1985. (03594) 440000

LEICESTERSHIRE COUNTY COUNCIL

LEICESTERSHIRE COUNTY COUNCIL
An Equal Opportunity Employer

POST OF HEAD OF PROJECT
Available from 1st April, 1985.

Applications are invited from those suitably qualified and experienced in order to lead a team of two other full-time staff in this Project. It is a wide area of responsibility and is based in buildings in this local authority housing estate in southern Leicester.

Salary: Burnham F.E. Head of Department Grade 1 (£10,902 - £12,414). Further details and application forms can be obtained from the Director of Education, Further Education Section, Education Department, County Hall, Glenfield, Leicester LE3 9JF. Applications are invited to be returned by Friday 25th January, 1985. (03595) 440000

LEICESTERSHIRE COUNTY COUNCIL

LEICESTERSHIRE COUNTY COUNCIL
An Equal Opportunity Employer

SAFFRON COMMUNITY EDUCATION PROJECT
Leicester

Post of Head of Project available from 1st April, 1985.

Applications are invited from those suitably qualified and experienced in order to lead a team of four other full-time staff in this Project. It is a wide area of responsibility and is based in buildings in this large local authority housing estate in southern Leicester.

Salary: Burnham F.E. Head of Department Grade 2 (£19,325 - £24,135). Further details and application forms can be obtained from the Director of Education, Further Education Section, Education Department, County Hall, Glenfield, Leicester LE3 9JF. Applications are invited to be returned by Friday 25th January, 1985. (03594) 440000

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Application forms and further details available from the County Council, Further Education Section, Education Department, County Hall, Glenfield, Leicester LE3 9JF. Closing date two weeks from the appearance of this advertisement. Previous applicants will automatically be re-considered for this 440000

LONDON ES PEDRO YOUTH CLUB
Scale 3H, plus London Allowance
Senior Youth Worker who has drive, initiative and experience to take on a challenging post in Hackney. Further built up with thriving multi-cultural membership.

Clean driving licence essential. Details from Barry Brandon, Pedro Youth Club, 175 Rushmore Road, London E8 3RD. Closing date for applications Friday and Saturday 1985.

Application forms and written details may be obtained from The Chief Education Officer (CVO), County Council, Bedford MK42 9AP. Telephone enquiries to: Mrs E. Goodwin on Bedford 63222 ext 350.

Closing date 26th January 1985.

Bedfordshire is an equal opportunity employer.

Bedfordshire

EDUCATION DEPARTMENT

Youth Worker
£8,994 - £9,975 Inc.

An experienced, qualified Youth Worker is required to join the professional team in a developing Youth Service. Duties include particular responsibility for Roundshaw Youth Centre. This purpose-built, mainstream, youth centre which is on the Roundshaw Estate, Welington, at the east of the Borough, has a varied programme and an active and committed team of voluntary and paid, part-time staff. An allowance where applicable for longer training/higher qualifications is payable. Casual Car User Allowance payable.

Consideration will be given to assistance with removal and legal expenses.

Application forms and further details obtainable from: Mrs H. Robertson, Education Department, The Grove, Carsham, Surrey. Tel: 01-861 5749.

Closing date 25 January 1985.

LONDON BOROUGH OF SUTTON

NORTH YORKSHIRE COUNTY COUNCIL

NORTH YORKSHIRE COUNTY COUNCIL
An Equal Opportunity Employer

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Leicester

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Closing date 25 January 1985.

LONDON BOROUGH OF SUTTON

THE ENGLISH SCHOOL NICOSIA, CYPRUS

A "selective grammar" School of about 780 boys and girls, mainly Cypriot, but including some 20 other nationalities. Staff of over 200, most taking 4 A-levels. Much importance attached to out-of-class activities. A description of the School will be found in the Public Schools Year Book 1984.

Applications are invited for the following posts for September 1985:

Teacher of ENGLISH LANGUAGE & LITERATURE (one-year appointment during leave of HoD)
Teacher of HISTORY to GCE A-level
Teacher of PHYSICS to GCE A-level (part at School, part at English Institute)

Applicants must hold a relevant Degree, preferably of a British University, and have appropriate teaching experience. Ability and willingness to help with out-of-class activities a strong advantage.

THE ENGLISH INSTITUTE NICOSIA, CYPRUS

(associated with the English School)

The Institute has over 2000 students, primary-school-age to adult. English classes from beginners to GCE O-level; other subjects mainly at GCE O- and A-level; the Institute is an approved centre for the RSA TEFL Diploma. Average class size 16. Classes are held in afternoon and evening, Monday to Friday, October to May.

Applications are invited for the following posts for September 1985:

Teacher of ENGLISH AS A FOREIGN LANGUAGE (especially for GCE O-level and Cambridge Proficiency)
Teacher of PHYSICS to GCE A-level (part at Institute, part at English School)

Applicants must be Graduates, preferably of a British University, with a minimum of 3 years relevant experience. For the Physics post, a knowledge of Computer Science will be an advantage.

For all posts, both English School and English Institute, the initial contract is for one year, but extensions are very desirable. Air fares, baggage allowance, medical scheme. Salary tax-free for first two years. Detailed information will be sent to short-listed applicants.

Applicants giving full curriculum vitae, enclosing a recent photograph, and naming two referees (one of whom must be the applicant's present or most recent Head Teacher) should be received by the Headmaster, The English School, Nicosia, Cyprus, not later than Wednesday 8th February. Interviews in London early March.

(0883)

OVERSEAS APPOINTMENTS

MINISTRY OF DEFENCE
Service Children's Education Authority

Vacancies for April 1985
West Germany and Hong Kong

Applications are invited for the following posts which will be vacant for April 1985. Service Children's Schools are designed to match the best of LEA provision in this country. Teachers must be fully qualified and have completed at least two years well attested experience in the UK.

S1 Modern Languages Adviser - Scale 2
John Bayeham Middle School, Sennelager, W. Germany

A suitably qualified and experienced teacher is required who is capable of leading and directing the teaching of Modern Languages within this middle school of 450+ pupils. There will be a requirement to teach both French and German, as well as advise and lead other colleagues involved in teaching Modern Languages throughout the school.

S2 Modern Languages Assistant - Scale 1
St George's Secondary School, Hong Kong

A graduate is required to share the teaching of French to 'A' level and German to 'O' level. Experience of the Graded Test approach to Modern Languages teaching would be an advantage. There would also be a substantial commitment to lower school work. Teachers are expected to take on a tutorial role within the school house system as well as contribute to the extra curricular programme.

CONDITIONS OF SERVICE
Salary is in accordance with the current Burnham scales plus a London Allowance of £1,038 p.a.

Superannuation - normal rights are safeguarded.
Foreign Service Allowance - a tax free allowance is payable. Accommodation - is provided rent free.

Duration of Engagement - Initial engagement is for three years. Teachers do not serve in Service Children's Schools abroad after the age of 50 and therefore applicants should be under 47 years at the commencement of the engagement.

All applicants should be resident in the United Kingdom.

The closing date for receipt of applications for guaranteed consideration is Fri. 25 January 1985.

SCEA

Paramedical Health Skills Trainers

c. £16,600 p.a. tax free

Allied Medical Group are the leading British consultants and managers of health care projects throughout the Middle East. They have been awarded the prestigious Ministry of Defence and Aviation Contracts to manage the King Fahd and the King Abdul Aziz Hospitals in Khamsi, in the south west of the Kingdom.

The two hospitals, with a total of 230 beds are 7km apart situated in a verdant, fertile area high on a mountain plateau on the borders of a national park particularly noted for its spectacular scenery - provide the very best of care to the armed forces, their families and the local population.

We are looking for men skilled in paramedical or health related subjects who are able to pass on their specialist knowledge and expertise to Saudi Nationals working in the Khamsi Hospitals so that they can work effectively and efficiently within their respective hospital departments. The trainees will be mainly military and civilian personnel.

With the help of a specialist technician, from the relevant discipline, you must be able to produce and co-ordinate learning modules, implement training programmes and accurately assess trainees learning ability and performance within a short time, adapting programmes as and when necessary.

You should have at least two years successful teaching/training experience in either a medical, dental or paramedical environment, preferably hospital based. Ideally, you should have a degree in a health related subject and a certificate of education. A working knowledge of both the Arabic language and culture is desirable. An awareness of the need to adapt western practices to comply with Islamic principles is essential.

Apart from the tax free salary (based on 4.3 Saudi Riyals=£1) which includes a service award, this 1-2 year single status assignment attracts a benefits package which includes: free, furnished accommodation; free flights to and from point of recruitment; free health care and a wealth of leisure facilities. All this coming with the assurance that you are backed by the experience of Allied Medical - British leaders in the field.

For further details please write, quoting Ref: PKHA/821/TES, to: Theresa Sutherland, Senior Personnel Officer, Allied Medical Group, 12/18 Grosvenor Gardens, London, SW1W 0EX. Alternatively, call our 24 hour answering service on 01-730 5339, quoting reference number.

Allied Medical Group
The Best of British Health Care in the Middle East

EXCITING OPPORTUNITIES IN THE REPUBLIC OF ZIMBABWE

The Zimbabwe Government wishes to recruit suitably qualified teachers for service in secondary schools to assist in a time of temporary teacher shortage.

Those selected will be appointed on three year contracts which provide, inter alia, for air fares and baggage allowances to Zimbabwe and back to Britain or Ireland on completion of the contract.

Enquiries are invited from interested persons, who must have a degree in ARTS/SCIENCE, preferably in conjunction with a professional teaching qualification, or a secondary teachers' certificate.

Interested persons are invited to address enquiries, accompanied by a brief c.v. (which in the case of graduates must detail the subjects taken year by year in the degree course), to:-

The Senior Recruitment and Education Attache, Zimbabwe High Commission, 429 Strand, London WC2R 0SA

(0424)

ECIS

JEDDAH PREPARATORY SCHOOL
(The Anglo-Dutch section of the Saudi Arabian International Schools) seeks

MARRIED TEACHING COUPLES

Trained and experienced at the junior level. There may be responsibility in some curriculum areas, particularly at the infant level. Candidates are asked to state any special interest or qualifications. Applicants should be prepared to give generously of their time in the provision of extra curricular activities for our children.

J.P.S. is co-educational, with approximately 500 day pupils (mainly British) aged 4-13 years. It is housed in a new purpose-built complex in the city of Jeddah, situated on the coast of the Red Sea and offering a wide variety of sporting and cultural facilities.

Salary and benefits approximately 45,000 to 74,200 Saudi Riyals p.a. tax free (114.43 £/Riyal), dependent upon the qualifications and experience. In addition, the school provides free housing and services, annual return air fares, medical cover, employer's superannuation contribution, baggage allowance. The contract starts as soon as possible and is initially for 2 years period.

Interviews will be held in London in February, where a copy of the contract will be available for inspection. Applications, together with full c.v., and the names and addresses of at least 2 referees, should be addressed to:

BOX 125
EUROPEAN COUNCIL OF INTERNATIONAL SCHOOLS
18 LAVANT STREET
PETERHEAD
HANTS GU14 6NW

(0778)

OVERSEAS POSTS

FRANCE
NANCY FRANCE SCHOOL OF ENGLISH FOR ADULTS

Native speaker EFL teachers required January 1985. TEFL Diploma and/or experience teaching adults compulsory. Salary: 5,200 francs/month minimum. Apply directly with cv, photo and references to: The McKenna 25 Rue Lyraux 54000 Nancy, France. Tel: 03 83 04 84. 460000

MADRID
E.F.L. teachers are required immediately by recognised language school in Madrid. Only applications from teachers with a T.E.F.L. qualification and some experience will be considered.

Please contact: Sheila Needham on 04 714148 for further details. (35471) 460000

SAUDI ARABIA
ENGLISH TEACHER

English Teacher urgently required for Saudi National Arabic School. P.O. Box 9001, Jeddah, Saudi Arabia. Arabians Gulf, enclosing cv, passport photo and envelope (not stamped). Interviews in London February/March 1985. (44588) 460000

KUWAIT

AL NOURI ENGLISH SCHOOL

Applications are invited from single women teachers with minimum TEFL Diploma and/or experience teaching adults compulsory. Salary: 5,200 francs/month minimum. Apply directly with cv, photo and references to: The McKenna 25 Rue Lyraux 54000 Nancy, France. Tel: 03 83 04 84. 460000

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MANILA

THE BRITISH SCHOOL

Male and Female Teachers. This School, a recently elected 2A school, offers British-style education to students in the 4 plus to 13 age group.

Housed in modern purpose-built premises, we now require both Infant and Junior teachers for September 1985.

Applications are sought from male and female teachers with at least 3 years experience. For the right people we offer the opportunity to teach in a unique and challenging overseas environment.

Please send letters of application together with C.V. and details of two referees to: Mrs S. King, Recruitment, The British School, 1000 Commonwealth Road, Baguio, Philippines. Interviews will be held in Manila in March.

Closing date: 15th February 1985. (44582) 460000

SCHOOLS ABROAD

have vacancies for Language Course teachers for temporary employment in France and Germany for periods of one to two weeks during the following months:

Germany: February/March and October 1985. France: February to June and October 1985.

Each course lasts 7 days and caters mainly for pupils aged 15-18 years. Duties will include organising classroom studies, marking and evening entertainment. Applicants must demonstrate good academic qualifications, relevant teaching experience and a genuine enthusiasm for using modern language teaching methods.

Foreign teachers. Car owners preferred. Teachers in full time employment are unlikely to be suitable.

Interviews will be held early in the New Year. Please apply in WRITING ONLY to: Barbara Harris, Schools, Abroad Ltd., Grosvenor Hall, 201, Grosvenor Road, Weymouth, Dorset DT4 8X.

(Re-advertisements) (35460) 460000

KING SAUD UNIVERSITY AL-QASSEM CAMPUS

COLLEGE OF BUSINESS & ECONOMICS

The College of Business & Economics at Qassem, is situated 240 miles north west of Riyadh (the capital of Saudi Arabia) in the centre of the agricultural region of the Kingdom. A pleasant climate, excellent quality of life and conducive academic environment are all available.

Vacancies exist at all levels:

Professors - Instructors - Researchers

on one year renewable contracts, tenable from 27 July 1985, in the following fields:

Accounting	Information Systems	Economics	Operations Research
Marketing	Computer Science	Finance	Management
Statistics	Psychology	Sociology	English Language

JEDDAH RIYADH

- * Excellent tax free salaries
- * Free furnished accommodation
- * Single or married status

Saudi Arabian Airlines is now the 12th largest IATA airline in terms of passengers carried with a network of routes extending from New York in the West to Seoul in the East. We now have several vacancies in our Corporate Training Department for

ENGLISH LANGUAGE INSTRUCTORS

£18,865 p.a. tax free

Using classroom and language laboratory techniques, with relevant audio and visual aids, instructors teach Saudi students English at all levels, including necessary terminology and information which will be required by trainees in their specialist fields.

Applicants must possess a University degree and post graduate qualification in TEFL, preference will be given to those applicants who have previously taught Middle-Eastern students.

These positions are open to men aged 25-55 and offer the following attractive package:-

- * Free fully furnished apartment or villa.
- * All utilities: electricity, air-conditioning, water, gas, rates etc provided by Saudia.
- * Recreation compound with swimming pools, tennis courts and social centre.
- * Subsidised education for children up to age 14.
- * Free return air tickets to the UK and worldwide reduced rate air travel opportunities.

Please write with full personal and career details to:

Area Personnel Manager - Europe,
Saudi Arabian Airlines,
508 Chiswick High Road,
London W4 5RG.

saudia SAUDI ARABIAN AIRLINES

OVERSEAS continued

QUALIFIED AND/OR EXPERIENCED EFL teachers (£1-40) required for vacancies occurring in Europe. Current vacancies for Singapore, Kuala Lumpur, Bangkok, Hong Kong, Upper 2nd Degree, RBA Prep. in 1985. Write with CV to: Singapore Teacher Service, 10 Raffles Place, Singapore 110000. (445882) 460000

SPAIN English teacher required for language school in province of Alicante. Qualifications, experience and some Spanish necessary. The Cambridge English Centre, Jose Maria Peman 12, 1st floor, Eida, Alicante, Spain. 010 34 96 592201. (442099) 460000

SUMMER JOBS abroad for Children's Couriers. Experienced people over 20 needed to organise activities for children on camping holidays in Europe. Mid-May to Mid-September. Write giving full details to: Children's Courier Dept 74, Eurocom Travel Ltd, Edmundson House, Tatton Street, Knutsford, Cheshire, WA16 6BC. (44512) 460000

TOKYO

ENGLISH IN TOKYO
APRIL 1987

Good opportunity for two English men, up to 30 years of age, with M.A. and preferably with EFL experience, in new college for English Centre, Jose Maria Peman 12, 1st floor, Eida, Alicante, Spain. 010 34 96 592201. (442099) 460000

Please apply with CV and recent photo to: John Smith, 76, Weymouth Road, Weymouth, Dorset, Dorset, (44578) 460000

TEACHERS REGISTER for those seeking teaching jobs abroad. 1985. Write to: The Times Educational Supplement, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100. (445882) 460000

TOKYO

TOKYO APRIL 1987
Interesting EFL post for M.A. (male 25-32, previous EFL experience advantageous).

Free accommodation, salary £10,000. Please apply with photo and CV to: Mr. T. S. 7-1 Maeno-cho, ITA-Bldg, 3F, Tokyo 100000 (44310)

TURKEY

2 English, 1 Math, 1 Physics, 1 Chemistry, 1 Biology teachers are required for September 1985.

Ozel Fatih Lisesi, a private secondary school in Izmir, Turkey, needs qualified teachers with P.O.C. and the majors should be in the subjects wanted.

High salary attractive fringe benefits (free accommodation, free lunch and dinner).

Interview will be held on February 7, 8, and 9, 1985 at the address below.

For the application forms, apply with your C.V. to: Mr. Hidayet Yilmaz, Turkish Embassy, Cultural House, Brighton Road, London SW5 44343. 460000

Administration Local Education Authority

HAMPSHIRE EDUCATION COMMITTEE CAREERS SERVICE
TEMPORARY CAREERS ADVISER (EMPLOYMENT & EDUCATION LIAISON) SCALE 5, 181

Ref 6912
Due to the present post holder being absent on maternity leave, a temporary vacancy has arisen in the Careers Office. The appointment is likely to be for approximately 6 months.

Applications are invited from qualified and experienced Careers Advisers for the above post. Duties include work with the young unemployed, in partnership with employers, including the operation of the Jobfinder Service, and to be involved in the development of the Youth Training Scheme.

For further details and application form please write to: The Director of Education, Hampshire County Council, Portsmouth City, Portsmouth PO1 1AA or telephone 0705 75655 quoting ref 6912.

Returnable by Friday, 25th January, 1985. (38873) 460000

EDUCATION DEPARTMENT

Careers Officer

Scale 5 £7,816 - £8,523 inc. p.a. (Pay award pending)

We seek a qualified and experienced Careers Officer who has or is about to complete his/her probationary year for this full time post, half of which is spent with Special Needs Pupils and Students.

Until April 1985 duties will include working in one comprehensive school, Special Schools and with Special Needs Students at Richmond Tertiary College.

Following re-structuring scheduled for April 1985 the postholder will become a member of the Advice and Guidance Services Team, responsibilities will include working with pupils of all abilities in one comprehensive school, students from that school taking GCE and vocational courses at Richmond upon Thames College, pupils in day and residential special schools and students with special needs on a bridging course at the Tertiary College.

Form and further details from Non-Teaching Personnel Section, Regal House, London Road, Twickenham TW1 3AB (01-891 1433, ext.281) returnable by 28th January, 1985.

London Borough of RICHMOND UPON THAMES

(an equal opportunity employer) (0697)

CYNGOR SIR GWYNEDD COUNTY COUNCIL

ADRIAN ADYSS
DIPLOMA IN CIVIL SERVICE
C18, 281 (411) (4) - 232,235

Gwynedd Ceredigion am y swydd hon yn dod yn wag oherwydd ymddeol y Dywydd Genedlaethol. Bydd ymddeolwr yn gadaillu swydd hon yn ymuno gyda'r Gwynedd Ceredigion am y swydd hon yn dod yn wag oherwydd ymddeol y Dywydd Genedlaethol. Bydd ymddeolwr yn gadaillu swydd hon yn ymuno gyda'r Gwynedd Ceredigion am y swydd hon yn dod yn wag oherwydd ymddeol y Dywydd Genedlaethol.

PRIFYNGYRHOYDD
C18, 281 (411) (4) - 232,235

Gwynedd Ceredigion am y swydd hon yn dod yn wag oherwydd ymddeol y Dywydd Genedlaethol. Bydd ymddeolwr yn gadaillu swydd hon yn ymuno gyda'r Gwynedd Ceredigion am y swydd hon yn dod yn wag oherwydd ymddeol y Dywydd Genedlaethol.

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Dylai ymgyddwyr fod yn gwybod bod y swydd hon yn dod yn wag oherwydd ymddeol y Dywydd Genedlaethol. Bydd ymddeolwr yn gadaillu swydd hon yn ymuno gyda'r Gwynedd Ceredigion am y swydd hon yn dod yn wag oherwydd ymddeol y Dywydd Genedlaethol.

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Post overseas

Korea

Visiting Professor of English
Seoul National University

Duties: To teach English language (conversation and composition) to undergraduate students at this prestigious University.

Qualifications: Candidates must be British Nationals with a Master's degree in Linguistics, Applied Linguistics or TEFL, minimum of 3 years' teaching experience mostly overseas. Single candidates preferred.

Salary: Local salary according to experience plus £4,800 pa sterling subsidy paid in UK.

Benefits: Accommodation; fares; baggage; medical insurance premium.

Contract: 2-year renewable local contract commencing 1 March 1986.

Closing date for applications: 25 January 1985. (Reference) 84 B 94 T.

For further details and an application form, please write, quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 90-91 Tottenham Court Road, London W1P 0DT. (0630)

The British Council

GULF ENGLISH SCHOOL KUWAIT requires for September 1985, TEACHERS

of Kindergarten three and a half to four and a half, infants four and a half to seven and a half, juniors eight and a half to eleven and a half.

TERMS:

Two-year contract renewable, annual economy LON/KUW/LON passage, free furnished air conditioned accommodation, free electricity water and portage. Annual gratuity and annual tax free salary in the range of KD3120 to KD5160.

Applications specially welcome from single teachers and married teaching couples without children.

Forward CV and recent photographs to Mr R. W. Sheffield, Principal, PO Box 6320, Hawaii, Kuwait, Arabian Gulf.



UNITED WORLD COLLEGE OF SOUTH EAST ASIA - SINGAPORE

The United World College of South East Asia offers a secondary education to boys and girls of all nationalities, boarding and day students, in the age range 11-18. There are 100 teaching staff and 1350 students in the college. Academic courses lead to G.C.E. 'O' Level (U.K.) and the International Baccalaureate. The College is committed to the ideals of the UWC movement, promoting a broad curriculum, involving service to the community and an adventurous range of extramural activities, including the use of a jungle study centre in Johor, Malaysia.

Applications are invited from experienced and qualified teachers of all nationalities for the following posts which will fall vacant from September 1985:

1. Teachers of English (3 posts). All the following posts involve some mainstream English teaching.
 - (i) Remedial/Slow learner specialist to advise Director of Admissions on placement and co-ordinate provision within the Faculty of English.
 - (ii) ESL specialist.
 - (iii) Mainstream English teacher with experience to pre-university level. IB experience desirable but not essential.

2. Teacher of Business Studies to take charge of International Baccalaureate Higher and G.C.E. 'O' level courses in the subject. The IB Higher course is similar to that of the Cambridge 'A' level. A willingness to teach courses in the one-year Business Sixth (e.g. Office Practice, Accounts) would be an advantage.

3. Teacher of German and French to teach both languages to G.C.E. 'O' level and German to pre-university level. A sound knowledge of German literature and native-speaker fluency in the language are essential qualifications.

4. Teacher of Music to all ages and abilities who will take charge of the College instrumental teaching programme and in particular develop brass and woodwind ensembles. The successful applicant would be part of a thriving Aesthetic Faculty with opportunities for integrated drama and music work.

5. Teacher of Chemistry and Physics to G.C.E. 'O' level with the possibility of some Chemistry to I.B. level.

Notes:

- (a) Responsibility Allowances are available in most of these posts for suitably experienced candidates.
- (b) The College is interested in teachers who, in addition to their main teaching discipline, can offer experience in outdoor pursuits or athletic endeavours and a commitment to some form of social service.

Letters of application, with a detailed curriculum vitae and names of two referees should be sent to:

The Headmaster,
United World College of South East Asia,
Pasir Panjang P.O. Box 16,
Singapore, 9111.

To arrive not later than 2nd February, 1985. Information about the College, the posts themselves and the conditions of service will be sent to candidates selected for interview. Interviews will be held in London and elsewhere in mid-February.

TEACHING POSTS IN THE MIDDLE EAST 1985

We are seeking qualified and experienced PRIMARY AND SECONDARY teachers interested in vacancies in the Middle East For September 1985 (all subject areas).

For details, application forms etc send a s.a.e. envelope and £1 to cover postage/administration costs to the address given below (Dept. TES/ME85) (0631)

Education Consultants

3 Temple Row West, Birmingham B2 5NY, England, U.K.
Tel 021-233 3233 Telex 334264

GENERAL INSPECTOR (SPECIAL EDUCATION)

Soulbury (Burnham Group 10)
£17,502 - £18,819

Required for April 1985, or as soon as possible thereafter. The successful applicant will be expected to play a significant role in implementing the Authority's Special Education Development Plan and to have a personal commitment to it.

The Authority places strong emphasis on its special education provision which includes, in addition to special schools, integrated mainstream units for children with severe and moderate learning difficulties, behaviour problems and impaired hearing. We are also reorganising our Specialist Tuition Service and are about to open a special school for children of secondary age with moderate learning difficulties.

The postholder will also be expected to supervise the recently expanded School Psychological Service and promote in-service education and curriculum development. He or she will be expected to work closely with all other General Inspectors. Applicants should have had experience of senior management in special education.

This vacancy arises from the appointment of the Authority's present General Inspector as Senior Staff Inspector for Special Education with the Inner London Education Authority. (Ref: E118)

Application forms and further details from Head of Manpower Services, Civic Centre, Rochester Avenue, Bromley, BR1 3UH. Tel: 01-290 0324 (24 hour answering service).

Closing date: 28th January 1985. (0648)

London Borough of **Bromley**

Royal County of BERKSHIRE

Senior Education Officer

(Secondary/Special Education)
£18,450 - £20,285

This is an important third-tier post carrying full responsibility for secondary and special education in the County. The vacancy arises from the promotion of the present postholder.

Applicants should be graduates with successful teaching and administrative experience at a senior level and must show considerable personal qualities and initiative.

Application form and further details from The Director of Education (Rushmore House, Reading RG2 9XE. Telephone Reading 07044, ext. 524).

Closing date: 28th January, 1985. (0649)

AN EQUAL OPPORTUNITY EMPLOYER

ADMINISTRATION L.E.A. continued

Oxfordshire County Council

EDUCATION DEPARTMENT

ASSISTANT ADVISER FOR DESIGN

Soulbury H.T. Group 7 Scale (£13,688 - £14,979)

We are looking for applicants who have had teaching experience at a senior level in at least one Design subject. The successful applicant will have the combination of qualities essential in successful advisory work, namely optimism, cheerfulness, the ability to make constructive criticism and to retain high expectations for schools and teachers.

The post offers excellent opportunities for a person with imagination and initiative who can develop and promote Design Education in the Authority's secondary and special schools. The base will be at the Department's Headquarters in central Oxford.

We offer removal and disturbance allowances in approved cases and will pay an appropriate car allowance for official mileage.

For full details and an application form please write to: The Chief Education Officer, Oxfordshire County Council, Mansel Hall House, New Road, Oxford, OX1 1NA.

Closing date for applications is 26th January, 1985. (0418)

Buckinghamshire County Council

An Equal Opportunity Employer

EDUCATION DEPARTMENT

COUNTY ADVISER - HISTORY/GEOGRAPHY

Burnham HT Group 9 (£15,792 - £17,112 p.a.)

Applicants for this challenging new post should be well qualified and have experience at senior level in schools. The successful candidate will be required to advise across the whole range of educational establishments in the County.

Further details and application forms from Chief Education Officer (01) County Hall, Aylesbury, HP20 1UZ, on receipt of a stamped addressed envelope.

Closing date for applications: 28 January, 1985. (0618)

Records of Achievement Applications are invited for the post of PROJECT DIRECTOR

to have general oversight of the operation of the Records of Achievement Scheme in Essex.

Salary: Burnham Deputy Head Group, 10 (£12,840-£14,142 p.a.).

To start at Easter 1985 if possible.

Essex County Council is one of the small number of L.E.A.s approved by the Department of Education and Science to develop, under education support grant arrangements, schemes of Records of Achievement for young people in secondary schools and colleges.

The partners in the Scheme with Essex County Council are the University of London School Examinations Board, the East Anglian Examinations Board, the National Foundation for Educational Research and the Industrial Society.

Please send large s.a.e. for form and details to County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex CM1 1LD.

Education Department
PROFESSIONAL ASSISTANT
 Post B.31 Salary £10,242 - £11,052 (pay award pending)
 Applications are invited from graduates with teaching experience for the post of Professional Assistant based at County Hall, Ipswich. The vacancy arises on the promotion of the present holder to a more senior post within the Authority.
 The post offers a useful opportunity for teachers to enter educational management. The post-holder will be based in the research and planning section but will be given the opportunity to undertake assignments throughout the Education Department.
 Generous resettlement allowances are available in appropriate cases.
 This is a re-advertisement. Previous applicants need not apply.
 Application forms and further details (for which a stamped addressed envelope is required) are available from the County Education Officer, Grimwade Street, Ipswich IP4 1LJ.
 Closing date: 25th January 1985.

Suffolk County Council

WOLVERHAMPTON BOROUGH COUNCIL
EDUCATION DEPARTMENT
INSPECTOR/ADVISER (Schools)
 Soulbury HT Group 8 (£14,664 - £15,963)
 Applications are invited from suitably qualified and experienced persons for the above post which will carry responsibility for advising on and monitoring the education of slow learning and less successful pupils in both primary and secondary schools. The duties will include liaison with existing support services, the development of new teaching approaches and the provision of appropriate in-service training.
 The successful applicant will be required to work closely with the Assistant Education Officer (Special) on the education of pupils with special needs in mainstream schools and with the Inspector/Adviser (Humanities) who has overall responsibility for Multi-Cultural Education.
 All Inspectors have a general responsibility for a group of schools in addition to their specialist responsibility.
 Application forms and further particulars are available from the Director of Education, Civic Centre, St Peter's Square, Wolverhampton WV1 1RR. Closing date 31st January 1985.
 Wolverhampton Council welcomes applications from all sections of the community, irrespective of an individual's sex, ethnic origin or colour and from people with disabilities who have the necessary attributes to do the job.

NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH IN ENGLAND AND WALES

Information Skills in Schools
LIAISON OFFICER
 The British Library Research and Development Department and the NFER have supported a number of research and development projects concerned with the teaching of information skills and study skills in schools. We are now looking for a Liaison Officer to work closely with teachers in spreading knowledge about the projects and in implementing innovative practice within schools.
 The person appointed will set up and run a structured programme of development activities, organised into four main stages of work: collecting relevant in-service materials; arranging national conferences and regional working groups for INSET providers, advisers and teachers; editing publications for these groups; and disseminating information more widely through in-service events and an information service.
 Qualities required for this post include energy and enthusiasm, the ability to communicate effectively with teachers and other educationists, and the capacity to organise available time and resources in an efficient manner.
 The person we are seeking is a current or former teacher or head in some other way gained a very close understanding of how schools - and classrooms - work, involvement in curriculum development and in-service training activities is expected. Interest and experience in active learning methods, resource-based learning, use of library materials, application of information technology in the classroom, or language across the curriculum could all be relevant in this post.
 This appointment will be made at Senior Research Officer level and is funded for three years from 1 April 1985.
 Salary Scale: £10,780-£14,825. Placement on Scale according to qualifications and experience.
 For application forms and further particulars, please apply to the Personnel Office, National Foundation for Educational Research in England and Wales, The Mere, Upton Park, Slough, Berks, SL1 2DQ. Tel: Slough 74122.
 Closing date for return of completed application forms: no later than Friday 26 January 1985, and interviews will be held during the week commencing 11 February 1985.

ADMINISTRATION - LEA
BEDFORDSHIRE
EDUCATION SERVICE
BARNFIELD COLLEGE
 New Bedford Road, Luton LU5 3AX
 Tel: 0582 507531
CHIEF ADMINISTRATIVE OFFICER
 Salary £10,242 - £11,052 p.a. (pay award pending)
 Suitably qualified and experienced candidate required to be responsible for the organisation and effective functioning of an efficient central administrative service to the College.
 Application forms and further details are available from the Chief Education Officer, County Hall, Bedford MK43 9AP (Telephone Bedford 65582, Ext. 350) returnable by Friday 25th January 1985.
 Bedfordshire is an Equal Opportunities Employer.

CAMBRIDGESHIRE
EDUCATION SERVICE
CHERRY HINTON COMMUNITY JUNIOR SCHOOL
 Community Development
 (Salary £9,115 - £9,560) (PAY AWARD PENDING)
 This post is a purpose-built community school offers a unique opportunity to be involved in the promotion of a wide range of community activity in the Cherry Hinton area of Cambridge.
 Using the school and other local facilities the post holder will be expected to develop a balanced programme of activities in co-operation with the many local self-help and neighbourhood groups working in the area.
 Fair, imagination and initiative are just a few of the qualities demanded by this post. If you are equal to this challenge then send for an application form from the Chairman, Cherry Hinton Community School, Cherry Hinton, Cambridge (a.s.p. please) returnable by 21st January 1985.
 (44434)

DURHAM
COUNTY COUNCIL
SUBJECT ADVISER FOR MODERN LANGUAGES
 Applications are invited from well qualified and experienced teachers for the post of Subject Adviser for Modern Languages. The responsibilities will be to advise on matters relating to the teaching of French and German in the sphere of secondary education, with particular reference to the teaching of French and German in the use of ungraded texts in the teaching of French will be an advantage.
 Salary Scale: Head Teacher £14,664 - £15,963.
 Application forms and further details are available from the Director of Education, Durham City Council, Durham, on receipt of a stamped addressed envelope to be returned by 21st January 1985.
 A union membership agreement is in force and applies to this post. (26941) 480000

Administration General
EAST MIDLANDS
FURTHER EDUCATION COUNCIL
MANAGEMENT DEVELOPMENT
 The Council has vacancies for the post of Management Development Officer. The successful candidate will be responsible for the development of management training for staff and students.
 Further details from the Chairman, Hazelhurst School, Queen's Road, Wimbledon, London SW19 5LR. (44455) 500000

ADMINISTRATION - GENERAL
LONDON
 Applications are invited for the post of PRIVATE SECRETARY.
 Application forms - with job description - available from The Registrar, London Education Office, 101, Old Marlborough St., London W1V 2AS.
 Closing date for applications: 25th January 1985. (36156) 500000
MANCHESTER
TACADE
 (Teachers' Advisory Council on Alcohol and Drugs Education)
 2 Mount Street, Manchester M2 5NG
 (Re-advertisement)
 Applications are invited from suitably qualified and experienced candidates for appointment as DIRECTOR OF ADMINISTRATION AND DEVELOPMENT.
 The successful applicant will be responsible for the development of the Council's administrative and financial activities. He/she will be required to act as a liaison officer between the Council and the various bodies with which it is associated.
 Salary in the range £5 - 12,000.
 HALF-TIME YOUTH OFFICER.
 Salary in the range £4 - 6,000.
 Further details from Rev. M.L. Grundy, London SW1A 1AB. (26940) 500000

SEA FISH INDUSTRY AUTHORITY
 St Andrew's Dock, Hull HU13 4QE
PROJECT MANAGEMENT
 OPEN LEARNING FOR THE SEA FISH INDUSTRY
 The S.F.I.A. is co-ordinating the development of an open learning system for the sea fish industry on behalf of the Fisheries Commission under grant from M.S.C. The aim is to introduce modern teaching methods into a traditional industry.
 The Authority is to appoint:
 1. A PROJECT MANAGER
 2. AN ASSISTANT PROJECT MANAGER
 The Project Manager will report to the Chairman of the Steering Committee representing colleges to ensure that materials developed with the project are produced within time, budget, and to the necessary high standards.
 Key qualities for both posts will be a sympathy for the concepts of the project, leadership and initiative, and preferably, knowledge of the sea fish industry. Experience in the production of open learning materials, including video, presentation, would be an advantage.
 The posts will be offered as fixed term contracts, starting as soon as possible and ending 31st March 1987. Salary for post 1 will be up to £15,000 per annum and for post 2 up to £12,000 per annum. Both positions will be based in Hull and involve a considerable amount of travel will be involved, a car will be provided for each appointment.
 A secondment from a college or from industry may be acceptable.
 For further details or an application form please contact The Personnel Manager at the above address (Tel: 0482 57527). (44497) 500000

THE ROYAL SOCIETY OF ARTS EXAMINATIONS BOARD
 Applications are invited for appointments as Chief Examiner and Pre-Moderator in the following subjects:
 SINGLE-SUBJECT EXAMINATIONS
 Secretarial Duties Stage II
 Keyboard Skills
 Computers in the Classroom
 Short-hand Typewriting Stages I, II and III
 Audio-Typewriting Stages I, II and III
 Typewriting Stages I, II and III
 Medical Short-hand
 Typewriting Stages I, II and III
 DIPLOMA FOR PERSONAL ASSISTANTS
 TEACHERS' DIPLOMAS (Computers and Office Subjects)
 For typewriting-based subjects, Chief Examiners must normally start as an Assistant Examiner.
 Application forms and further details available from Head of Office Studies Section, The Royal Society of Arts Examinations Board, John Adam Street, Adelphi, London WC2E 8EZ. Tel: 01-930 8103, Ext. 210. (44430) 600000

THE SOUTH-EAST REGIONAL EXAMINATIONS BOARD
 for the CENTRE OF SECONDARY EDUCATION
CERTIFICATE OF EXTENDED EDUCATION
 CHIEF EXAMINERS, 1985
 in
ENGLISH MATHEMATICS
 Applications are invited from teachers/lecturers with appropriate qualifications who have not less than 3 years' teaching experience at sixth form or similar level for appointment to the above posts. Experience of teaching C.S.E. or C.E.S. or examining will be an advantage.
 The successful applicants will assume duty as Designates on 1st March and will take full responsibility for the 1985 examinations.
 Completed applications should be sent to the Board not later than 28th January, 1985.
 Application forms and further particulars are obtainable (please apply stamped, addressed envelope) from the Secretary, The South-East Regional Examinations Board, 2/10 Mount Ephraim Road, Royal Tunbridge Wells, Kent TN11 1EU. (44455) 600000

Directorate of Education and Recreation
Advisory Teachers - Curriculum Development and Support Team (TVEI)
 The Royal Borough of Kingston upon Thames has submitted proposals to the Manpower Services Commission, for implementation in September, 1985. The proposals envisage the appointment, from the 1st April, 1985, of an advisory teacher with proven experience in curriculum development and innovation in each of the following five areas:-
 - Information Technology
 - Business Studies
 - Technology (Modular and Design)
 - Food and Care Services
 - Social and Personal Education (including Careers Education, Guidance, and Counselling)
 The five advisory teachers will form part of the Central Team undertaking, under the supervision of the Project Co-ordinator, staff training programmes, course development, and the preparation of teaching materials, within the TVEI scheme.
 The Salary Scale applicable will be that of Senior Teacher (£9,915 to £13,395, plus London Allowance of £878 p.a.). (All applicants will be subject to the approval of the Manpower Services Commission of the Authority's proposals, and their implementation in September 1985).
 Further particulars and application forms are obtainable from the Directorate of Education and Recreation (Teacher Staffing), Guildhall 2, Kingston upon Thames, Surrey KT1 1EU. Completed forms must be returned by Friday the 25th January, 1985.

ROYAL BOROUGH OF KINGSTON UPON THAMES

SURREY COUNTY COUNCIL
 *FRINGE AREA LONDON ALLOWANCE £258 p.a. THROUGHOUT THE COUNTY.
 *Generous relocation expenses in approved cases.
 *Assistance with temporary housing may be available.

Head of South East Surrey Teachers' Centre
 (Reigate).
 Applications are invited for the post of Head of South - East Surrey Teachers' Centre. The post will be available from the beginning of the Summer Term 1985. The present Head, Mrs Beryl Kimberley, retires at the end of January.
 Applicants should have substantial teaching experience and at present hold a post of responsibility. They should be able to furnish evidence of a high level of organising ability and a particular interest in curriculum study and development. Teachers from any phase of education may apply.
 The salary is Burnham Headteacher Group 5 - salary scale £12,042 - £13,317 p.a.
 Application forms and further details of the post are available from County Education Officer (TP/PEB), County Hall, Kingston-upon-Thames, Surrey, KT1 2DJ. a.s.p. please. Professional information/advice available from Dr S.D. Goodwin (01-648 1050 Ext 3888). Applications must be received by 21 January 1985.

BRITISH AMATEUR ATHLETIC BOARD
NATIONAL ATHLETICS COACHES SOUTHERN COUNTIES - SOUTH AND NORTH OF THE THAMES
 Applications are invited from suitably qualified persons for appointment as B.A.A.B. National Athletics Coaches initially for the Southern Counties - North and South of the Thames to fill vacancies that have arisen in the British Amateur Athletic Board United Kingdom Coaching Scheme. The successful applicants will be on contract to the B.A.A.B. for an initial period of two years and will be expected to take up the appointment as soon as possible. The contract will be subject to review and possible extension as agreed between the B.A.A.B. and the persons appointed. He or she will be given special responsibility for, and will be required to be resident in the relevant area of the Southern Counties. Commencing salaries, on current Sports Council Scale, will be £11,385 per annum rising with five annual incremental points as from 1st April each year, to £14,185.
 Travel and subsistence allowances are additional. A relocation allowance, if appropriate, will also be available.
 Application form and further particulars may be obtained from:
 Hon. Coaching Secretary, B.A.A.B., Westgate House, Chalk Lane, Epsom, Surrey.
 Closing date for application: 26th January, 1985.

INTERNATIONAL BACCALAUREATE OFFICE
 The IB Examinations Office (Bath) seeks to appoint as soon as possible
SUBJECT OFFICER: GROUP 3 STUDY OF MAN (Social Sciences)
 Qualifications: Relevant degree, experience in education and/or administration including examination programme development, interest in international education and competence in French and/or Spanish. Ability to type and experience in work processing an advantage.
 Salary: According to age and experience on scale starting at £7648 per annum.
 Further details and application form available from IBEX, University of Bath, Claverton Down, Bath BA2 7AY Avon (tel: 0225 626011).
 Closing date for applications: Monday 28 January 1985. It is expected that interviews will be held in Bath in the week beginning Monday 11 February.

Social Services
 Re-advertisement
DEPUTY SUPERINTENDENT
 Salary: JNC Schedule 12 Group A (5-9) £10,143 - £11,318
 The Grange, Hollowhead Lane, Wilphire, Blackburn
 The Grange is a regional Assessment Unit for 15 adolescent girls (aged 10-18 years). Education is provided on the premises.
 The person appointed will be required to participate fully in the assessment process and in the administration and management of the unit accepting full responsibility for the running of the unit in the absence of the Superintendent.
 Applicants should be qualified in Teaching and/or in the residential care of children and have relevant experience in this type of work.
 For informal discussion, please contact Mr. J. Giddens, The Superintendent, Telephone: Blackburn 49237.
 Application forms and further details available from the Director of Social Services, Duchy House, 98 Lancaster Road, Preston PR1 8LL (Ref: 26/KAT/L).
 Telephone: Preston 284257.
 Closing date: 25th January, 1985.

Lancashire County Council
 An Equal Opportunities employer

SOCIAL SERVICES DEPARTMENT
Intensive Intermediate Treatment Day Care Provision
 The Borough is expanding its Intermediate Treatment service and as a result larger premises have been acquired which are currently being renovated and improved to accommodate both day care and Intermediate Treatment Centre activities generally.
 The Intensive Intermediate Treatment Day Care is a joint venture by the London Borough of Barking and Dagenham Social Services Department and the Barking and Dagenham Youth Trust. It aims to provide a community based alternative, to be offered to the Courts, and will cater for those young people who would otherwise receive a custodial sentence or be committed to Care.
 The project, which has been grant aided, is initially for a period of two years, although it is expected to be continued at the end of that period. It is intended to open on 1st April 1985 and as a result the following staff are required as soon as possible.

Centre Manager
 Salary PO1 £10,869-£11,678 per annum (inclusive) (Pay Award Pending)
 We are seeking to make an early appointment in advance of the opening of the Centre to enable the person appointed to have ample opportunity to become acquainted with the local scene and the various agencies involved.
 Applications are invited from suitably qualified and experienced persons (CQSW, Teaching or Youth Work qualifications), who have three years post training experience in their related field, experience in working with young people associated with the Juvenile Justice System will be a great advantage. The successful candidate will be a good organiser/administrator with leadership qualities and be able to display negotiating and liaison skills. In addition, he/she will be expected to motivate and supervise both professional and clerical staff.
 An essential user car allowance is attached to this post.
 Application forms from Director of Social Services, Civic Centre, Dagenham, RM10 7DR, Tel. 01-582 4500.
 Closing date: 26th January 1985.

London Borough of BARKING and DAGENHAM
 an equal opportunities employer

SOCIAL SERVICES DEPARTMENT
Painting and Decorating Teacher or Instructor
 ARDALE, C.H.(E), Grays, Essex.
 Salary Scale
 Teacher, Burnham Scale 1, plus £1,056 C.H.(E) Allowances, plus £2,451 Extraneous Duty Allowance, plus £285 London Fringe Allowance.
 or
 Instructor, Schedule 9 £5,301-£6,405, plus £2,451 Extraneous Duty Allowance and £285 London Fringe Allowance. (Schedule 10 in special cases).
 Applicants must be either qualified teachers of technical subjects or substantially qualified craftsmen from the Painting and Decorating trade.
 The person appointed will instruct small groups of boys aged 13 to 17, and will be expected to carry out a number of painting and decorating projects around the 40 acre estate of Ardale.
 The successful applicant will be obliged to undertake an average of fifteen hours per week Extraneous Duties in one of four House Units, for which the standard payment is made.
 Unfurnished accommodation may be available if required, but residence on the campus is not a condition of service and applicants may live out.
 The Principal of Ardale, Mr. R. Smith will be pleased to discuss the post by telephone. (0375 3271) and arrange an informal visit for interested applicants.
 Application forms available from the Director of Social Services, 99 The Grove, Stratford, London E1R 1HR or telephone 01-519 2095 (24 hour answering service). Closing date: 25th January 1985.

Part-time Moderators
 The Business & Technician Education Council is looking for additional Part-Time Moderators to visit colleges/schools in England, Wales and Northern Ireland.
 The Part-Time Moderator is a vital link in helping to establish and maintain the standard of Council awards by monitoring the operation and vocational relevance of BTEC courses at approved centres. Moderators are expected to visit colleges/schools each term and will usually need to devote at least 10 days a year to this activity. Fees and expenses will be paid.
 BTEC is keen to extend its moderator force by recruiting more people from industrial/commercial (including computing) as well as educational environments who have current experience in education, training and/or employing young people. They should be particularly sensitive to the standards required by employers of young people at work.
 Training and full support will be provided by our centrally-based staff.
 Please write (postcards preferred) for an application form and further details, stating your present job title and area in which you work (eg engineering, computing, finance), to:
 Moderators Section, BTEC, Central House, Upper Woburn Place, London WC1H 0PL.
 Closing date: 25th January 1985.

Educational Representative
 London and the South-East
 Edward Arnold Publishers require an Educational Representative to present our wide-ranging list in secondary and primary schools. Candidates should have a good knowledge of the educational system, be resourceful and energetic. Ability to work on own initiative is paramount. Previous selling experience is not essential as training is provided. Residence central to the territory is important, and preference will be given to those who can take up the position more or less immediately.
 Territory IL2A, the London boroughs north and south, Kent, Surrey and Sussex.
 Conditions A company car, a Cavalier 1.6L is provided and out of pocket expenses are reimbursed. 20 days holiday. Salary £7,350.
 A full letter of application should be sent to Michael Soper, Educational Marketing Director, Edward Arnold (Publishers) Ltd, 41 Bedford Square, London, WC1B 3DQ from whom further details may be obtained if required.

EDUCATIONAL PSYCHOLOGIST
 Soulbury Scale £10,869-£14,579
 This post is one of eight Psychologists in a supportive team which includes two Social Workers.
 The service is well established with excellent facilities, and offers opportunities for individual case work, systems approaches and research and development.
 An essential car-user allowance, also assistance with removal expenses.
 Informal enquiries to the Principal Education Psychologist on 021-798 8288.
 Application form and job description available from Town Clerk, P.O. Box 18, Council House, Solihull, West Midlands B91 3QS. Tel: 021-705 8799 Ext. 636 or 021-705 8672 (evenings and weekends 24-hour answerphone), quoting Ref. No. C108.
 Forms to be returned by 31st January, 1985.
Metropolitan Borough of Solihull

